DOCUMENT RESUME

ED 336 715 CS 010 685

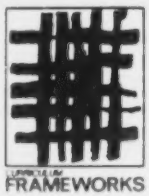
TITLE	Literacy Profiles Handbook: Assessing and Reporting Literacy Development.
INSTITUTION	Victoria Ministry of Education, West Melbourne (Australia).
REPORT NO	ISBN-0-7241-7023-5
PUB DATE	90
NOTE	67p.
AVAILABLE FROM	Touchstone Applied Science Associates, Inc., P.O. Box 382, Brewster, NY 10509.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Curriculum Guides; Elementary Secondary Education; *Evaluation Methods; Foreign Countries; *Literacy; Reading Diagnosis; *Student Evaluation; Writing Evaluation
IDENTIFIERS	Australia (Victoria)

ABSTRACT

This handbook offers a guide to identifying curriculum activities which will enable the observation of significant literacy behaviors, recording these observations, and assessing and reporting student development in literacy. The handbook presents carefully considered descriptions of literacy learning behaviors noted by teachers in a wide variety of schools, and descriptions of classroom contexts in which these behaviors are commonly observable. The literacy profiles discussed in the handbook help the principal and staff develop a systematic and consistent approach to the assessment and reporting practices within schools; offer a recording instrument which can be used from year to year, enabling cumulative reporting on student progress which can assist communication with parents and others in the school community; and can also be used to facilitate student transition from one school to another. Sections of the handbook are: (1) "About Literacy Profiles"; (2) "The Reading and Writing Bands"; and (3) "Literacy Profiles in Use." Discussion of the reading and writing bands, classroom tasks and contexts for observing reading and writing, and a list of participating schools are attached. (RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

CURRICULUM FRAMEWORKS SUPPORT MATERIALS



ED 310685
CS 010685

Literacy Profiles

HANDBOOK

PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY
D Collard
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Assessing and Reporting Literacy Development

BEST COPY AVAILABLE

SCHOOL PROGRAMS DIVISION
MINISTRY OF EDUCATION, VICTORIA

CURRICULUM FRAMEWORKS SUPPORT MATERIALS

Literacy Profiles

HANDBOOK

Assessing and Reporting Literacy Development

1990

SCHOOL PROGRAMS DIVISION
MINISTRY OF EDUCATION, VICTORIA

4057(F1)

ACKNOWLEDGEMENTS

The *Literacy Profiles* were developed by the School Programs Division of the Victorian Ministry of Education. The members of the Project Team were Patrick Griffin, Cherry Jones, Meredith Maher, James Mount, Sue O'Brien, Des Ryan, Patricia Smith and Anne Smyth (Ministry of Education) and Graeme Baker (Catholic Education Office).

The cover design is by Simon Kwok.

Thanks are due to Elizabeth White, Margery Evans, Christine Powers and Peter Nix who generously gave assistance and advice. Valuable input came from English Language consultants and from ELIC tutors across the State and the authors wish to acknowledge this with gratitude. Appreciation is expressed to staff and students of Richmond West Primary School and to Ardoch Windsor Secondary College for allowing photographs to be taken for this publication.

Staff of the following offices made significant contributions to the development of the Literacy Profiles:
Bairnsdale School Support Centre, Prahran School Support Centre, Bendigo Regional Office, Catholic Education Office.

Teachers, parents and students in a large number of schools provided a major contribution to the development of the *Literacy Profiles*. The names of these schools are listed on the last page of this booklet.

National Library of Australia Cataloguing in Publication entry.
Literacy profiles handbook.
ISBN 0 7241 7023 5.

1. Literacy - Victoria - Evaluation.
2. Grading and marking (Students) - Victoria.
   I. Victoria, School Programs Division. (Series: Curriculum frameworks support materials).

371.2709945

ASCIS Cataloguing in Publication entry (prepared by SSLSC).
Literacy profiles handbook: assessing and reporting literacy development.
ISBN 0 7241 7023 5.

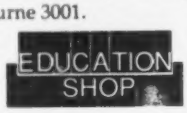
1. Student Evaluation.
2. Literacy.
   I. Victoria. School Programs Division.
   II. Series.
371.27 DDC 20
371.2 ADDC 11

COPYRIGHT. © Ministry of Education, (Office of Schools Administration), Victoria, 1990.

The Ministry welcomes all usage of this book within the constraints imposed by the Copyright Act.

Provided acknowledgement is made to the source, Victorian government and nongovernment schools are permitted to copy material freely for the purpose of teaching students in schools or for communicating with parents and others in the community. Where a charge is authorised for supplying material, such charge shall be limited to direct costs only. Where the material is to be sold for profit, then written authority must first be obtained.

Detailed requests for usage not specifically permitted by the Copyright Act should be submitted in writing to Publishing Services, Statewide School Support and Production Centre, Ministry of Education (Office of Schools Administration), Victoria, Level 1, Rialto, GPO Box 4367, Melbourne 3001.



Published by The Education Shop, Ministry of Education, Victoria 1990.
Further copies of this publication are available from school support centres and The Education Shop, Level 1, Rialto, GPO Box 4367, Melbourne 3001.

CONTENTS

1 *ABOUT THE LITERACY PROFILES*
Introduction ____ 5
Gathering Evidence to Build a Literacy Profile ____ 7
How to use the *Literacy Profiles* ____ 8

2 *THE READING AND WRITING BANDS*
The Reading Bands ____ 12
The Writing Bands ____ 30

3 *LITERACY PROFILES IN USE*
Are the Interpretations Consistent? ____ 48
Implications for Teaching and Learning ____ 49
Implementation of the *Profiles* Approach ____ 50
Preparing Written Reports ____ 51
Literacy Program Evaluation ____ 52
Profiles in Classrooms and Schools ____ 53

APPENDIX
The Reading Bands at a Glance ____ 56
The Writing Bands at a Glance ____ 58
Classroom Tasks and Contexts for Observing Reading ____ 60
Classroom Tasks and Contexts for Observing Writing ____ 62
Reference List ____ 64
List of schools participating in the development of the *Literacy Profiles* ____ 64

FOREWORD

Good teaching has always been tied to good assessment. When teachers note the language milestones their students pass, they are taking the first steps in planning for future learning. The *Literacy Profiles Handbook* is designed to aid this process by providing teachers with a guide to the observation and reporting of growth in literacy.

I am pleased that literacy should be the first area where this special form of assistance is offered to schools. Much valuable work has recently been done to promote literacy education. The Government's Literacy Strategy, together with the publication of *Reading Together*, *The English Language Framework P-10*, and the widespread implementation of professional development programs in literacy have all been innovations contributing to the reinvigoration of this vital part of the curriculum. In such a context, the *Literacy Profiles Handbook* offers valuable support to teachers by providing a straightforward means of monitoring development in reading and writing.

The use of the *Profiles* described in this booklet helps teachers and parents to share more fully in the excitement of significant moments in the learning of young people. Students themselves may also have some share in the assessment of their own language growth because they can now have access to the descriptions of reading and writing which the *Literacy Profiles Handbook* contain.

The *Profiles* approach can be confidently followed because it has drawn on the expertise of a very large number of teachers across the system. The result is a comprehensive tool for teachers that reflects the complexity of literacy development. The student Record sheets in particular display a highly varied array of reading and writing behaviours and their use can assist in the communication of detailed and accurate information from one teacher to another and from one school to another.

I am sure that the Literacy Profiles will be welcomed by all teachers and parents committed to the literacy development of our children.

JOAN E. KIRNER
Minister for Education

INTRODUCTION

> The heart of the process is the regular and consistent recording of information from various sources as part of teaching time and planning time so that curriculum decision making, student assessment and report writing are greatly simplified.
>
> *The English Language Framework P-10*

What are Literacy Profiles ?

A literacy profile is an array of information that describes and evaluates a student's reading and writing. It refers not only to strategies and accomplishments but also to attitudes and interests in the field of literacy. The information recorded might cover facets of reading ranging from *concepts about print* to *responses to text*. It might cover facets of writing ranging from *spelling strategies* to *purposes for writing*.

Such a picture of growth in literacy will be comprehensive and can include information drawn from interviews with students or parents, from checklists or from tests. However, the direct observation by teachers of students who are actually reading and writing offers possibly the richest and most valid source of information for assessment and reporting.

Why use the *Literacy Profiles*?

Skilled observation is essential if teachers are to make accurate judgements about their students' literacy learning. Out of the numerous observations that teachers can and do make, it can be difficult, however, to know what to select and what is most significant. The *Literacy Profiles* procedure offers a way of describing student literacy in a clear and comprehensible manner, whilst still reflecting the complexity of literacy development. By keeping the elements or domains of the assessment distinct, the procedure allows for the reporting of growth in a way that acknowledges that learners do not make equal progress on all of these dimensions at the same time.

Some behaviours can be identified only by informal observation, whilst others may be elicited by specific tasks. Some behaviours are best observed over a period of time, whilst others may need to be observed on specific occasions. The use of the *Literacy Profiles* allows for these considerations.

The material in the *Literacy Profiles Handbook* includes:

- carefully considered descriptions of literacy learning behaviours noted by teachers in a wide variety of schools
- descriptions of classroom contexts in which these behaviours are commonly observable.

This *Literacy Profiles Handbook* offers a guide to:

- identifying curriculum activities which will enable the observation of significant literacy behaviours
- recording observations
- assessing and reporting student development in literacy.

Assessment and reporting have long been areas which have posed particular difficulties for teachers and schools. Teachers have such a wealth of insight into students' learning and access to so many samples of their work, that it becomes a problem to synthesise it all in a way that communicates clearly, simply and unambiguously to parents. The *Profiles* are designed to set out comprehensive information in a way that makes the task of reporting a manageable one for teachers.

Reading and Writing Bands

The *Literacy Profiles* contain clusters or *bands* that represent reading and writing behaviours which tend to occur at about the same time in a learner's development. The indicators in the bands are all framed in positive terms, and the bands themselves have breadth and scope, offering much richer information than is yielded by a standardised test. The existing bands, however, are not exhaustive. Teachers are encouraged to extend the profile by adding further indicators of development and to broaden the range

of contexts in which literacy growth can be observed. Thus, for example, a mathematics or a science lesson might offer a valuable source of information about a student's literacy development. Discussion with other teachers, particularly the librarian, will also enhance the data available.

In the *Literacy Profiles Handbook*, the bands are set out in the form of a teacher's record sheet, designed to be reproduced for each student. There are also suggestions about the contexts and typical classroom tasks which will yield the most comprehensive and reliable information about the student's development. The teacher is therefore able to assess the literacy learning of all students in a given curriculum context and to evaluate the literacy program as a whole.

Using the *Literacy Profiles* helps the principal and staff to develop a systematic and consistent approach to the assessment and reporting practices within the school. They offer a recording instrument which can be used from year to year, thus enabling cumulative reporting on student progress. In this way, the *Profiles* can assist communication with parents and others in the school community. *Profiles* can also be used to facilitate student transition from one school to another.

Profiles in the Future

Profile forms of reporting are not unique to the literacy area. They are part of a general movement towards more effective ways of monitoring and reporting student progress. The development of student portfolios or records of achievement and the use of profile reporting in the Victorian Certificate of Education are further examples of this trend. Students can look forward to experiencing profile reporting as the norm, and the use of the *Literacy Profiles* sets the pattern for this expectation.

Members of the teaching profession can have confidence in this form of assessment and reporting, because it has been developed by teachers in both primary and post-primary schools, based on observations of children in their own classrooms. It has been moderated by other teachers, and trialled by teachers who were familiar with the material and also by those who were not. In this process, it has been demonstrated to be a valuable and effective approach.

How the *Literacy Profiles* were developed

The story of the *Literacy Profiles* is largely one in which teachers were called on to hypothesise, observe, reflect and then modify the literacy information they generated. The outcome has demonstrated that the intuitive assessments and professional judgements made by teachers can accurately define the growth and development of literacy among students. Here is a brief summary of the steps in project:

- Workshops were conducted with classroom teachers to define the indicators of literacy.
- Teachers made observations in schools to validate these indicators.
- Students' reading and writing behaviours were surveyed to determine the order of development of the indicators.
- The indicators were clustered into bands.
- Consultation took place with teachers, consultants and language specialists to gain feedback about the bands.
- Field testing of the revised bands was carried out by teachers who then provided further feedback. More than 100 schools in Victoria were involved.
- Work was done with parents and teachers to gain input and advice on the use of the bands for assessment and reporting.
- A project was set up to identify appropriate assessment tasks in order to strengthen the reliability of the *Profiles* procedure.

The Bands are Cumulative

The behaviours described in the bands represent a range of increasingly complex aspects of reading and writing that deal with strategies, attitudes and knowledge. Their inclusion in the bands has come as the result of teachers initially judging that these were permanent behaviours and then working to order them on a criterion scale. The bands as presented now enable a teacher to record the **accumulation** of

identifiable and assured behaviours in the light of the scale. It is important to note, however, that the bands are not strict stages or phases of reading and writing. Students just do not learn literacy in a neat linear and tightly predictable way, but will show some behaviour at a higher band while abilities at a lower one are still developing. In reading, for example, a difficult text may force even proficient readers to adopt some of the strategies of a less skilled reader. The bands are therefore best described as clusters of behaviours arranged in broad levels, reflecting growth towards the development of literacy.

Philosophical Base

Collectively, the teachers who participated in the development of the *Literacy Profiles* have produced an operational definition of literacy and their listing of reading and writing behaviour in bands has laid out a map of literacy learning in general. Because it is the work of many hands, it could possibly lack a single unifying philosophy to tie the bands into a coherent whole. But, inspection of the content of the bands shows that this is not the case. The following principles seem to be clearly agreed on by the teachers concerned. Literacy learning is presented as

- an aspect of language learning, involving speaking, listening, reading and writing;
- an active process in which students must use language (and not to routinely learn rules) in order to learn it;
- a steady process where much successful experience is needed before confidence and competence are assured;
- a process which requires students themselves to talk about and understand language itself;
- a broad process directed towards
  - using language to clarify thought
  - effective reading and writing for immediate practical purposes
  - developing an enriched response to literature.
  - learning about language and its conventions (spelling, punctuation, and grammar, all of which are taught in the context of language use)

GATHERING EVIDENCE TO BUILD A LITERACY PROFILE

An effective profile is one which charts the full course of learning, showing when and where it occurred. Unlike a test score which may be quick to obtain, a literacy profile takes time to build because it is complex and rich in information. This does not mean, however, that profile building has to be arduous. On the contrary, the recording of information about students' learning should be a simple and routine part of teaching and learning. This can happen when a teacher gets into the habit of recording significant observations and judgements and when a system is provided that enables the recordings to be easily made. The *Literacy Profiles* are intended to provide such a system.

The *Literacy Profiles* are a kind of short-cut to the use of detailed anecdotal records. By presenting descriptions of typical classroom behaviours, the *Profiles* offer a useful observation schedule that requires little more than a tick in an appropriate box, with the occasional date entered, some notes or jottings by the teacher about the context of the observation, and any other relevant information the teacher may wish to include. Frequent but brief entries made over a whole year can build a comprehensive profile. The product of this operation can then be both a record of progress monitored and a report on the student.

The items listed in the bands of the *Profiles* are not meant to be checked off one by one. The bands do not constitute a checklist. Rather, they are to be read as a cluster of typical behaviours which the teacher judges either to be present or not. As experience in using the Profiles grows, teachers will gain a feeling for the typical behaviours in each of the bands. A teacher might, for instance, think, "The way Christopher talks about his reading of narrative suggests Band D to me. Yet his very tentative following of instructions in this technical prose is clearly Band C". Such familiarity with the bands will only come gradually but it can be achieved. Hundreds of teachers, while working on the development of the *Profiles* have demonstrated that it can be done without too much difficulty.

The teacher is not alone in profile building. Other staff, including the librarian, have a contribution to make. But there are further participants in assessment who can become committed to the collection of evidence as well. These are the students themselves and their parents. If their contribution is to be positive they must know what to look for and how to store the information. Students can keep a reading log, for example, a homework log and selected work samples as evidence of growth. Parents can record aspects of development in literacy, new interests developed and any literacy tasks the child has worked hard on or is very proud of. Such data should ultimately be reflected on the *Literacy Profiles* Record.

Profile building in practice

It is important that profile-building draws on a variety of learning contexts, that it extends over an extended period of time and is complemented by samples of students' work. Judgements about students should always relate to some tangible evidence.

Profile-building could involve the teacher in the following way:

> **Daily** - write a note or comment on the Record of two or three students in each class.
> **Weekly** - choose two or three students in each class and make a formal judgement about the progress through the reading and writing bands.
> **Each school term** - make a systematic review and update of the judgements made for each student. Perhaps, with each student, spend a few minutes going over the written work kept in the writing folder or talking about the student's comments in the reading log. Record relevant information from parent-teacher meetings or interviews.

By the end of each term, the teacher using this procedure should be able to talk about every student, pointing to specific items in the relevant bands and indicating the context in which the judgements were made.

HOW TO USE THE LITERACY PROFILES

Understanding the Layout

In the following pages, the *Literacy Profiles* bands for reading and writing are presented. On each pair of facing pages, one of the bands is given. On the left hand page is a summary description of significant characteristics of students whose behaviour is described in that band.

> **These students write stories of their own. They change words and spellings until they are satisfied with the result.**

There is also a description of common classroom tasks and contexts within which teachers might make their observations.

> ◇ WRITING CIRCLES provide opportunities for audiences of peers to comment upon and react to writing.

On the right hand page is the **Literacy Profiles Record,** where the band of literacy behaviours is displayed together with the preceding and following bands shown in a smaller type-face.

WRITING BAND D ☐

What the writer does ☐
Marks most common words with incorrect spelling when editing writing.
Uses ideas, themes and structure from books in writing.
Uses concepts of order and time in writing.
Reads, rereads and revises own written work.
Uses everyday words in appropriate written context.

What the writing shows ☐
Punctuation used conventionally.
Conventional spelling used mostly; spelling shows recall of visual patterns.
Story can be read, understood and retold by classmates.
Several sentences constructed on one topic in a logical order.
A smooth connection of ideas.
Narrative writing contains beginning, middle and end.

Use of Writing ☐
Stories contain characters from outside personal environment.
Writes with ease on most matters of personal experience.
Write on a variety of topics.
Writes personal anecdotes.

Preparation for Use in the Classroom

For children first entering school, the class teacher might photocopy the Records labelled READING BAND A and WRITING BAND A so that one is available for each member of the class. The student's name is written in the space provided. In the photocopying process, the teacher can include at the top of the sheet the name of the school and the particular class, together with the calendar year. Normally, these Records will go to the teacher of the next class in the following year. Teachers add succeeding Records to each student's file when and as required.

Teachers at other Year levels who are introducing the *Literacy Profiles* for the first time will need to have some knowledge of their students before they can judge which is the most appropriate band to use. Some students may exhibit behaviours that spread over several bands and thus will require two or more *Literacy Profiles* Records.

How to Use the Literacy Profile Record

Imagine a school beginner half way through the first term of the year. The teacher decides to start building a reading profile for that student. One heading under READING BAND A is **Interests and Attitudes.** The teacher might without hesitation put a tick in the box beside this heading, knowing that the student "Shows preference for particular books" and "Chooses books as a free time activity". These are the typical behaviours listed under this first heading In the next column, headed TERM, the figure "1" would be written because the observation was noted in the first term. In the next column, the teacher would write in the expression "Quiet reading time" to indicate the context in which the observation used in making this judgement took place. The teacher might well have written, "Discussion with parents" or "Reading conference", depending on the source of information. In making entries in the CONTEXT OF OBSERVATION column, the teacher refers to the classroom tasks and contexts listed on the opposite page to the *Literacy Profiles* Record for Band A. Of course, there are numerous other tasks and contexts which can be noted as well.

When looking at another heading, **Concepts about Print**, the teacher might judge that the student in question still has a long way to go. The student might indeed "Hold the book the right way up", "Turn pages from the front to the back" and "Indicate the start and end of books" but does so very hesitantly. The teacher might use a coloured "highlighter" pen to mark these behaviours on the *Profiles* Record. There are many significant behaviours not yet indicated, however, and it is clear that the student is not confident enough with the basic concepts of print. The box for that heading will not be ticked. There are several other typical behaviours that the teacher will look out for in the coming weeks and will perhaps mark them with a different coloured "highlighter" pen. The COMMENTS column allows the teacher to

make a note or two about future learning strategies that need to be stressed.

Scanning the typical behaviours listed under the heading **Reading Strategies**, the teacher might judge that insufficient of the suggested behaviours are displayed by the student and, again, the box will not be ticked. For the **Responses** box, however, the teacher may confidently put a tick in the box and note perhaps "Shared reading" in the CONTEXT OF OBSERVATION column, and possibly adding a comment in the last column to amplify the behaviours observed.

By Term 4 in the year, the teacher might have ticked the boxes beside each of the headings and can confidently tick the large box beside the major heading READING BAND A. But, by this time, of course, there might be a tick beside the heading **Responses** in Reading Band B because the teacher has observed a significant number of behaviours appropriate to this level - some actually listed in Reading Band B and others included by the teacher. In each case, however, the teacher has recorded the TERM and the CONTEXT OF OBSERVATION, so that there is a reliable record of the circumstances in which the judgements were made.

A *Literacy Profiles* Record filled out in this way serves as the basis for discussing the student's progress with parents and with other teachers and also serves as the raw material from which the written report on literacy is prepared.

LITERACY PROFILE

SCHOOL EASTERN PRIMARY CLASS PREP. YEAR: 19 90

NAME INGA VENNELL

READING BAND A ☐	TERM	CONTEXT OF OBSERVATION	COMMENTS
Concepts about Print ☐			
Holds book the right way up.			'helper' at shared read'g time.
Turns pages from the front to the back.			
On request, indicates the beginning and end of sentences.			
Distinguishes between upper and lower case letters.			
Indicates the start and end of books.			
Reading Strategies ☐			
Locates words, lines, spaces, letters.			
Refers to letters by name.			
Locates own name and other familiar words in a short text.			
Identifies known, familiar words in other contexts.			
Responses ☑	1	shared reading library	
Responds to literature (smiles, claps, listens intently)			
Joins in familiar stories.			
Interest and Attitudes ☑	1	quiet rdg time	borrows and takes books home
Shows preference for particular books.			
Chooses books as a free time activity			

2

THE READING AND WRITING BANDS

Steps in Developing a Literacy Profile

- Choose a band that best describes the typical literacy behaviours of a student.
- Scan the bands on either side of the chosen one. The range of behaviours might spread over many bands.
- Photocopy an appropriate *Literacy Profiles* Record for each member of the class.
- Write each student's name on both a Reading and a Writing Record, adding the school name, class and calendar year.
- Look particularly at the groups of statements describing typical behaviours within a band and make a judgement as to whether they describe **in general** the behaviour of the student. If they do, tick the box beside the heading for that group of descriptors, e.g. "What the writing shows".
- Indicate in the appropriate column the school term in which the judgement was made.
- Jot down in the "Context of Observation" column the particular task or context (described on the page facing the Record) which was the source of the judgement.
- Note any comments in the appropriate column which will help in the interview with parents, the writing of the report or the direction of future learning experiences.
- Place a tick in the box for a given band (e.g. Band B) once all the small boxes have been ticked.
- Record details of other assessments as they become available. These might include additional information from parents or from student self-assessment.

READING BAND A

In a nutshell ...

These students know how a book works. They like to look at books and to have stories read to them.

CONTEXTS FOR OBSERVING BEHAVIOURS

✧ A **READING CONFERENCE**, during which the student talks with the teacher about a text the student has read, enables the teacher to observe the way the student handles books, and to discover the student's responses, reading strategies and understandings about print.

✧ **SHARED READING** time provides an opportunity to observe student's responses to books and stories.

✧ During **QUIET READING** time, the teacher can observe each student's voluntary reading behaviour, interest in and knowledge about books.

✧ Discussion with **PARENTS** can yield valuable information about the student's reading interests and behaviour.

✧ **WRITING SESSIONS** in the classroom provide opportunities for observing some of the ways students show their understanding about print and its conventions.

✧ Engagement with **OTHER STUDENTS'** work, and **LABELS** can be further demonstrations of understandings about text.

✧ **PRACTICAL SESSIONS** (Sand and water activities; construction; role play) also enable the teacher to observe durability of strategies in settings beyond reading.

✧ Marie Clay's ***SAND*** and ***STONES TESTS*** (found in *The Early Detection of Reading Difficulties*, Heinemann, Auckland, 1985), can be used to identify what students know about the way print is organised.

✧ **ORAL CLOZE** exercises will indicate students' understandings of semantic and syntactic knowledge.

LITERACY PROFILE

SCHOOL _____ CLASS _____ YEAR: 19__

NAME _____ TERM | CONTEXT OF OBSERVATION | COMMENTS

READING BAND A ☐

Concepts about Print ☐ _____
Holds book the right way up.
Turns pages from the front to the back.
On request, indicates the beginning and end of sentences.
Distinguishes between upper and lower case letters.
Indicates the start and end of books.

Reading Strategies ☐ _____
Locates words, lines, spaces, letters.
Refers to letters by name.
Locates own name and other familiar words in a short text.
Identifies known, familiar words in other contexts.

Responses ☐ _____
Responds to literature (smiles, claps, listens intently)
Joins in familiar stories.

Interest and Attitudes ☐ _____
Shows preference for particular books.
Chooses books as a free time activity

READING BAND B ☐

Reading Strategies ☐ _____
Takes risks when reading.
"Reads" books with simple repetitive language patterns.
Uses pictures for clues to meaning of text.
Asks others for help with meaning and pronunciation of words.
Consistently reads familiar words and interprets symbols within a text.
Predicts words.
Matches known clusters of letters to clusters in unknown words.
Uses knowledge of words in the environment when "reading" and "writing".
Recognises base words within other words.
Names basic parts of a book.
Makes a second attempt at a word if it doesn't sound right.

Responses ☐ _____
Selects own books to "read".
Describes connection among events in texts.
Writes, role plays and/or draws in response to a story or other form of writing (e.g. poem, message).
Creates ending when the text is left unfinished.
Recounts parts of text in writing, drama, or art work.
Retells using language expressions from reading sources.
Retells with approximate sequence.

OTHER ASSESSMENTS

READING BAND B

In a nutshell ...

These students recognise many familiar words and are game to try reading some unfamiliar text. They will retell what a book is about. They are showing signs of becoming quite active readers and are interested in the way their writing looks.

CONTEXTS FOR OBSERVING BEHAVIOURS

✧ **A READING CONFERENCE** helps the teacher observe the strategies each student is using to reach understanding. During the conference, the teacher is able to discuss parts of a book, listen to the student read aloud from a familiar text and introduce self-assessment procedures.

✧ **READING LOGS,** where the student or teacher maintains a list of books the student has read, provide a record of development in reading. Reading Logs may include some assessment of books read, as well as the students' assessment of their own reading.

✧ **SHARED READING** gives an indication of each student's recognition of language patterns and interpretation of symbols. Shared reading provides support for the less confident student.

✧ **RETELLING** of what has been read permits the teacher to make judgements about a student's understanding and to examine the effects reading has upon vocabulary and language structures. Retelling may be expressed as art, drama or writing as well as orally. Retelling of non- fiction as well as fiction material is valuable.

✧ **CLOZE** activities will show students' abilities in using grapho-phonic, semantic and syntactic cues.

✧ Classroom observations provide the basis for anecdotal records. Records of behaviours, as they are observed whilst **LISTENING** to and **TALKING** with students, become significant when the collected information is considered over time and patterns in development can be identified.

✧ **PARENT** discussions provide insights into a student's interest and involvement in reading outside school hours.

✧ During **DRAMA** activities, teachers can observe those students who are able to internalise characterisation and meaning from text.

✧ Stories can be cut up by the teacher and reassembled by the student. This enables the teacher to check on **SEQUENCING** strategies employed by the student.

✧ When students are **WRITING**, much can be observed regarding their knowledge of the purposes and conventions of print.

LITERACY PROFILE

SCHOOL _____ CLASS _____ YEAR: 19__

NAME _____ TERM | CONTEXT OF OBSERVATION | COMMENTS

READING BAND A ☐

Concepts about Print ☐
Holds book the right way up.
Turns pages from the front to the back.
On request, indicates the beginning and end of sentences.
Distinguishes between upper and lower case letters.
Indicates the start and end of books.

Reading Strategies ☐
Locates words, lines, spaces, letters.
Refers to letters by name.
Locates own name and other familiar words in a short text.
Identifies known, familiar words in other contexts.

Responses ☐
Responds to literature (smiles, claps, listens intently)
Joins in familiar stories.

Interest and Attitudes ☐
Shows preference for particular books.
Chooses books as a free time activity

READING BAND B ☐

Reading Strategies ☐
Takes risks when reading.
"Reads" books with simple repetitive language patterns.
Uses pictures for clues to meaning of text.
Asks others for help with meaning and pronunciation of words.
Consistently reads familiar words and interprets symbols within a text.
Predicts words.
Matches known clusters of letters to clusters in unknown words.
Uses knowledge of words in the environment when "reading" and "writing".
Recognises base words within other words.
Names basic parts of a book.
Makes a second attempt at a word if it doesn't sound right.

Responses ☐
Selects own books to "read".
Describes connections among events in texts.
Writes, role plays and/or draws in response to a story or other form of writing (e.g. poem, message).
Creates ending when the text is left unfinished.
Recounts parts of text in writing, drama, or art work.
Retells using language expressions from reading sources.
Retells with approximate sequence.

READING BAND C ☐

Reading Strategies ☐
Rereads a paragraph or sentence to establish meaning.
Uses context as a basis for predicting meaning of unfamiliar words.
Reads aloud showing understanding of purpose of punctuation marks.
Uses picture cues to make appropriate responses for unknown words.
Uses pictures to help read a text.
Finds where another reader is up to in a reading passage.

Responses ☐
Writing and art work reflect understanding of text.
Retells, discusses and expresses opinions on literature, and reads further.
Recalls events and characters spontaneously from text.

Interest and Attitudes ☐
Seeks recommendations for books to read.
Chooses more than one type of book.
Chooses to read when given free choice.
Concentrates on reading for lengthy periods.

OTHER ASSESSMENTS

READING BAND C

In a nutshell ...

These students are seekers of meaning. They want to read a lot and to talk about stories.

CONTEXTS FOR OBSERVING BEHAVIOURS

✧ **SHARED READING** sessions provide an opportunity for teachers to observe how students read aloud, predict text and respond to meaning.

✧ During the **READING CONFERENCE**, students can be encouraged to read aloud from their selected books. The prior knowledge they have about the story enables students to demonstrate their understanding of the function of punctuation marks.

✧ **READING LOGS** can be used by students to record their opinions about literature, as well as giving an indication of the type of material being read.

✧ **UNINTERRUPTED SUSTAINED SILENT READING** enables teachers to observe each student's engagement with text over increasing periods of time.

✧ **RETELLINGS** provide a guide to assessing each student's recall of details, and also provide information about the cues being used. These may be oral, written, in role play, through art or responding to and acting upon what has been read.

✧ **RUNNING RECORDS** are of assistance when there are concerns about specific students. A number of these should be taken over a period of time and compared to give an indication of individual students' strengths and weaknesses in reading.

✧ Observation and anecdotal records provide cumulative data about development in **READING** and **WRITING**.

✧ **CLOZE ACTIVITIES** enable observation of how students use cueing systems in reading.

✧ **PARENTS** have much to offer about students' reading, and regular discussions should be arranged.

✧ As students read aloud from familiar text during **READERS' THEATRE**, the teacher is able to observe, and assess use of voice and understandings about the purpose of punctuation.

✧ **SHARING SESSIONS** are times when students are able to seek and make recommendations for books to read.

✧ Creative **DRAMA** will show how students individually interpret text in different situations.

LITERACY PROFILE

SCHOOL _____ CLASS _____ YEAR: 19__

NAME _____ TERM | CONTEXT OF OBSERVATION | COMMENTS

READING BAND B ☐

Reading Strategies ☐
Takes risks when reading.
"Reads" books with simple repetitive language patterns.
Uses pictures for clues to meaning of text.
Asks others for help with meaning and pronunciation of words.
Consistently reads familiar words and interprets symbols within a text.
Predicts words.
Matches known clusters of letters to clusters in unknown words.
Uses knowledge of words in the environment when "reading" and "writing".
Recognises base words within other words.
Names basic parts of a book.
Makes a second attempt at a word if it doesn't sound right.

Responses ☐
Selects own books to "read".
Describes connection among events in texts.
Writes, role plays and/or draws in response to a story or other form of writing (e.g. poem, message).
Creates ending when the text is left unfinished.
Recounts parts of text in writing, drama, or art work.
Retells using language expressions from reading sources.
Retells with approximate sequence.

READING BAND C ☐

Reading Strategies ☐
Rereads a paragraph or sentence to establish meaning.
Uses context as a basis for predicting meaning of unfamiliar words.
Reads aloud showing understanding of purpose of punctuation marks.
Uses picture cues to make appropriate responses for unknown words.
Uses pictures to help read a text.
Finds where another reader is up to in a reading passage.

Responses ☐
Writing and art work reflect understanding of text.
Retells, discusses and expresses opinions on literature, and reads further.
Recalls events and characters spontaneously from text.

Interest and Attitudes ☐
Seeks recommendations for books to read.
Chooses more than one type of book.
Chooses to read when given free choice.
Concentrates on reading for lengthy periods.

READING BAND D ☐

Reading Strategies ☐
Reads materials with a wide variety of styles and topics.
Selects books to fulfil own purposes.
States main idea in a passage.
Substitutes words with similar meanings when reading aloud.
Self-corrects, using knowledge of language structure and sound-symbol relationships.
Predicts, using knowledge of language structure and/or sound-symbol to make sense of a word or phrase.

Responses ☐
Discusses different types of reading materials.
Discusses materials read at home.
Tells a variety of audiences about a book.
Uses vocabulary and sentence structure from reading materials in written work as well as in conversation.
Themes from reading appear in art work.
Follows written instructions.

Interest and Attitudes ☐
Recommends books to others.
Reads often. Reads silently for extended periods.

OTHER ASSESSMENTS

READING BAND D

In a nutshell ...

These students expect what they read to make sense. They talk about what they have read and show that they have a grasp of whole meanings. They absorb language and ideas.

CONTEXTS FOR OBSERVING BEHAVIOURS

✧ **READING CIRCLES**, where each student discusses a chosen book with peers, provide opportunities to share different types of reading materials with a variety of audiences. Some form of peer conferencing may take place at these.

✧ **U.S.S.R.** permits students to read books of their own choice for extended periods of time without interruption.

✧ **READING LOGS** may be simply a list of books read, or may become a vehicle wherein students critically review the books they have read, and assess their own growth in reading.

✧ Discussions with **PARENTS** about a student's out of school reading habits can be useful, as can teacher/child conferences. During these times the variety of reading materials chosen, plus interests and general development, can be noted and added to observational records. Prior discussions can provide clues as to the student's ability to make predictions about books, and give an insight into how books are selected.

✧ When progress in reading appears to be slow, **MISCUE ANALYSIS** can be used to ascertain which parts of the process are being inefficiently used and/or relied upon.

✧ Activities in **CONTROLLED CLOZE** allow for the recording of strengths and problems students encounter.

✧ **ROLE PLAYING** will allow students to explore characterisations in different settings. **DRAMA** enables students to demonstrate their depth of textual understanding.

✧ **ACTIVITIES** within the classroom provide many opportunities to observe students following directions. These range from making models, playing board games and cooking through to following instructions using the computer.

✧ **FOLIOS** of students' work in writing, art, reading and other areas, are valuable records of development, and examination of these enables growth to be monitored closely. It is important that work in folios is dated where possible.

LITERACY PROFILE

SCHOOL _____ CLASS _____ YEAR: 19__

NAME _____ TERM | CONTEXT OF OBSERVATION | COMMENTS

READING BAND C ☐

Reading Strategies ☐
Rereads a paragraph or sentence to establish meaning.
Uses context as a basis for predicting meaning of unfamiliar words.
Reads aloud showing understanding of purpose of punctuation marks.
Uses picture cues to make appropriate responses for unknown words.
Uses pictures to help read a text.
Finds where another reader is up to in a reading passage.

Responses ☐
Writing and art work reflect understanding of text.
Retells, discusses and expresses opinions on literature, and reads further.
Recalls events and characters spontaneously from text.

Interest and Attitudes ☐
Seeks recommendations for books to read.
Chooses more than one type of book.
Chooses to read when given free choice.
Concentrates on reading for lengthy periods.

READING BAND D ☐

Reading Strategies ☐
Reads materials with a wide variety of styles and topics.
Selects books to fulfil own purposes.
States main idea in a passage.
Substitutes words with similar meanings when reading aloud.
Self-corrects, using knowledge of language structure and sound-symbol relationships.
Predicts, using knowledge of language structure and/or sound-symbol to make sense of a word or phrase.

Responses ☐
Discusses different types of reading materials.
Discusses materials read at home.
Tells a variety of audiences about a book.
Uses vocabulary and sentence structure from reading materials in written work as well as in conversation.
Themes from reading appear in art work.
Follows written instructions.

Interest and Attitudes ☐
Recommends books to others.
Reads often.
Reads silently for extended periods.

READING BAND E ☐

Reading Strategies ☐
Reads to others with few inappropriate pauses.
Interprets new words by reference to suffixes, prefixes and meaning of word parts.
Uses directories such as a table of contents or index, telephone and street directories to locate information.
Uses library classification systems to find specific reading materials.

Responses ☐
Improvises in role play, drawing on a range of text.
Writing shows meaning inferred from the text.
Explains a piece of literature.
Expresses and supports an opinion on whether an author's point of view is valid.
Discusses implied motives of characters in the text.
Makes comments and expresses feelings about characters.
Rewrites information from text in own words.
Uses text as a model for own writing.
Uses a range of books and print materials as information sources for written work.
Reads aloud with expression.

OTHER ASSESSMENTS

READING BAND E

In a nutshell ...

These studentsknow how to tackle a difficult text. Their experiences with reading are reflected in their writing and in their general knowledge. They talk confidently about characters and settings in literature.

CONTEXTS FOR OBSERVING BEHAVIOURS

✧ **READING LOGS** will show the variety and types of material being read for information or pleasure and demonstrate the effect upon each student's writing. These, which may be coupled with some form of literature response journal where students reflect upon text - about, between and beyond what is read - and assess their own development, are useful guides to progress.

✧ **READING CIRCLES** supply varied `audiences for students to express their views about books. Teachers and peers are able to ask detailed and probing questions regarding character, plot and setting. Readers' feelings and opinions may be explored.

✧ **FOLIOS** which reflect reading experiences are important measures of development. Themes recurrent in reading may appear in writing and even art work.

✧ **PRACTICAL DEMONSTRATIONS** and **PROJECTS** are also indications of growth in reading. Research work and the interpretation of information will be seen in the presentation of projects. Model making and experiments may also show this.

✧ Observation of students **READING** as they work permits the teacher to record significant moments which should be recorded and dated.

✧ Observing behaviours when students are engaged in **POSSIBLE SENTENCES** can also provide clues as to strategies employed to process print.

✧ **RETELLINGS** are another means through which students are able to express their understandings about text. Recall of details can be checked this way.

✧ **DRAMA** activities give opportunities to observe each student's response to what has been read, and inferred from texts.

✧ **COOPERATIVE CLOZE** indicates whether students are able to manipulate text to satisfy the group.

LITERACY PROFILE

SCHOOL _____ CLASS _____ YEAR: 19__

NAME _____ TERM | CONTEXT OF OBSERVATION | COMMENTS

READING BAND D ☐

Reading Strategies ☐
Reads materials with a wide variety of styles and topics.
Selects books to fulfil own purposes.
States main idea in a passage.
Substitutes words with similar meanings when reading aloud.
Self-corrects, using knowledge of language structure and sound-symbol relationships.
Predicts, using knowledge of language structure and/or sound-symbol to make sense of a word or phrase.

Responses ☐
Discusses different types of reading materials.
Discusses materials read at home.
Tells a variety of audiences about a book.
Uses vocabulary and sentence structure from reading materials in written work as well as in conversations.
Themes from reading appear in art work.
Follows written instructions.

Interest and Attitudes ☐
Recommends books to others. Reads often.
Reads silently for extended periods.

READING BAND E ☐

Reading Strategies ☐
Reads to others with few inappropriate pauses.
Interprets new words by reference to suffixes, prefixes and meaning of word parts.
Uses directories such as a table of contents or index, telephone and street directories to locate information.
Uses library classification systems to find specific reading materials.

Responses ☐
Improvises in role play, drawing on a range of text.
Writing shows meaning inferred from the text.
Explains a piece of literature.
Expresses and supports an opinion on whether an author's point of view is valid.
Discusses implied motives of characters in the text.
Makes comments and expresses feelings about characters.
Rewrites information from text in own words.
Uses text as a model for own writing.
Uses a range of books and print materials as information sources for written work.
Reads aloud with expression.

READING BAND F ☐

Reading Strategies ☐
Describes links between personal experience and arguments and ideas in text.
Selects relevant passages to answer questions without necessarily reading whole text.
Formulates questions and finds relevant information from reading materials.
Maps out the plots and character developments in novels and other literary texts.
Varies reading strategies according to purposes for reading and the nature of the text.
Makes connections between texts, recognising similarities of themes and values.

Responses ☐
Discusses author's intent for the reader.
Discusses styles used by different authors.
Describes settings in literature.
Forms generalisations about a range of genres including myth, short story, etc.
Offers reasons for the feelings provoked by a text.
Writing and discussions acknowledge a range of interpretations of text.
Offers critical opinion or analysis of reading passages in discussion.
Justifies own appraisal of a text.
Synthesises and expands on information from a range of texts in written work.

OTHER ASSESSMENTS

READING BAND F

In a nutshell ...
These students know their way around different kinds of text. They can interpret and analyse passages and explain their responses.

CONTEXTS FOR OBSERVING BEHAVIOURS

✧ **READING CIRCLES** assume great importance as these enable teachers and peers to jointly explore texts. Discussions about style, intent, responses, opinions, analysis and generalisations can be examined closely and justified by reference to the book in question.

✧ Maintenance of **READING LOGS** and **LITERATURE/ LEARNING JOURNALS** is vital, for it is here that the quality of reading materials is recorded. Students will be increasingly able to reflect upon their experiences, and to assess their own growth.

✧ **READ AND RETELL** is a method of closely examining the effects of a particular text. In this, students discuss possible contents of a passage from only the title, write their predictions and share these, then read the text. After a number of readings, students complete a written retelling of the passage and then compare this with the original. These retellings can be assessed by the teacher.

✧ **BIG CLOZE** enables observation of students who are able to reconstruct 'chunks' of text based upon prior, and new, knowledge about text structures.

✧ Observations of **READING** enable the teacher to note how students process print; whether rate of reading is adjusted according to the purpose, what strategies are employed and if these are appropriate. The records kept from these form the basis form anecdotal reporting.

✧ Participating in **READERS' THEATRE** encourages students to read aloud with fluency and expression. **DRAMA** is a way of observing each student's personal responses, interpretations and understanding of non-fiction materials.

✧ **FOLIOS** from other subject areas assume increasing importance as these demonstrate each student's ability to locate and use information from texts. Practical demonstrations/projects also provide information about this and synthesis from a variety of sources can be evident in these.

LITERACY PROFILE

SCHOOL _____ CLASS _____ YEAR: 19__

NAME _____ TERM | CONTEXT OF OBSERVATION | COMMENTS

READING BAND E ☐

Reading Strategies ☐

Reads to others with few inappropriate pauses.
Interprets new words by reference to suffixes, prefixes and meaning of word parts.
Uses directories such as a table of contents or street directories to locate information.
Uses library classification systems to find specific reading materials.

Responses ☐

Improvises in role play, drawing on a range of text.
Writing shows meaning inferred from the text.
Explains a piece of literature.
Expresses and supports a n opinion on whether an author's point of view is valid.
Discusses implied motives of characters in the text.
Makes comments and expresses feelings about characters.
Rewrites information from text in own words.
Uses text as a model for own writing.
Uses a range of books and print materials as information sources for written work.
Reads aloud with expression.

READING BAND F ☐

Reading Strategies ☐

Describes links between personal experience and arguments and ideas in text.
Selects relevant passages or phrases to answer questions without necessarily reading the whole text.
Formulates research topics and questions and finds relevant information from reading materials.
Maps out the plots and character developments in novels and other literary texts.
Varies reading strategies according to purposes for reading and the nature of the text.
Makes connections between texts, recognising similarities of themes and values.

Responses ☐

Discusses author's intent for the reader.
Discusses styles used by different authors.
Describes settings in literature.
Forms generalisations about a range of genres including myth, short story, etc.
Offers reasons for the feelings provoked by a text.
Writing and discussions acknowledge a range of interpretations of text.
Offers critical opinion or analysis of reading passages in discussion.
Justifies own appraisal of a text.
Synthesises and expands on information from a range of texts in written work.

READING BAND G ☐

Reading Strategies ☐

Reads manuals and literature of varying complexity.
Interprets simple maps, tables and graphs in the context of discursive text.
Makes generalisations and draws conclusions from reading.
Reads at different speeds, using scanning, skim reading or careful reading as appropriate.

Responses ☐

Supports argument or opinion by reference to evidence presented in sources outside the text.
Compares information from different sources.
Identifies opposing points of view and main and supporting arguments in text.
Comments on the cohesiveness of the text as a whole.
Discusses and writes about author's bias and technique.
Offers critical opinion or analysis of reading materials in writing.
Distils and links ideas from complex sentences and paragraphs.

Interess and Attitudes ☐

Reads widely for pleasure, for interest or for learning

OTHER ASSESSMENTS

READING BAND G

In a nutshell ...

These readers read for learning as well as for pleasure. They read widely and can readily draw together the main issues. They have a critical and analytical outlook towards the ideas and the writing style.

CONTEXTS FOR OBSERVING BEHAVIOURS

◈ Critical appraisal of works being read can be explored in **READING CIRCLES** - plot, character, bias, validity, and author's style are just some of the areas which can be discussed with peers and teachers. Personal responses and interpretation can also be shared.

◈ **LEARNING JOURNALS, READING LOGS** and **FOLIOS** of work from all subject areas will provide information about each student's reading. These should be considered together to obtain a clearer picture of development.

◈ **PRACTICAL DEMONSTRATIONS/PROJECTS** will show how information from a variety of sources is incorporated into completion of different tasks. This will, additionally, be a guide to the way opinions are supported. In conjunction with work folios, demonstrations and projects are real evidence of a student's growth in processing expository text.

◈ Individual interpretation of knowledge gained may be expressed through **DRAMA.**

◈ As well as assisting students to develop a critical awareness of reading materials, **THREE LEVEL GUIDE** activities will provide an indication of each student's ability to support arguments with reference to text, to make generalisations and draw conclusions. Observation of **DISCUSSIONS** during these sessions will form a part of anecdotal records.

◈ **POSSIBLE SENTENCES** are also useful in assessing a student's processing of print.

◈ **ARGUMENTATIVE WRITING** will demonstrate conclusions students have reached from their reading.

LITERACY PROFILE

SCHOOL _____ CLASS _____ YEAR: 19__

NAME _____ TERM | CONTEXT OF OBSERVATION | COMMENTS

READING BAND F ☐

Reading Strategies ☐
Describes links between personal experience and arguments and ideas in text.
Selects relevant passages to answer questions without necessarily reading whole text.
Formulates questions and finds relevant information from reading materials.
Maps out the plots and character developments in novels and other literary texts.
Varies reading strategies according to purposes for reading and the nature of the text.
Makes connections between texts, recognising similarities of themes and values.

Responses ☐
Discusses author's intent for the reader.
Discusses styles used by different authors.
Describes settings in literature.
Forms generalisations about a range of genres including myth, short story, etc.
Offers reasons for the feelings provoked by a text.
Writing and discussions acknowledge a range of interpretations of text.
Offers critical opinion or analysis of reading passages in discussion.
Justifies own appraisal of a text.
Synthesises and expands on information from a range of texts in written work.

READING BAND G ☐

Reading Strategies ☐
Reads manuals and literature of varying complexity.
Interprets simple maps, tables and graphs in the context of discursive text.
Makes generalisations and draws conclusions from reading.
Reads at different speeds, using scanning, skim reading or careful reading as appropriate.

Responses ☐
Supports argument or opinion by reference to evidence presented in sources outside the text.
Compares information from different sources.
Identifies opposing points of view and main and supporting arguments in text.
Comments on the cohesiveness of the text as a whole.
Discusses and writes about author's bias and technique.
Offers critical opinion or analysis of reading materials in writing.
Distils and links ideas from complex sentences and paragraphs.

Interest and Attitudes ☐
Reads widely for pleasure, for interest, or for learning.

READING BAND H ☐

Reading Strategies ☐
Compiles needed references using bibliographies and literature search techniques.
Interprets material at different levels of meaning.
Forms generalisations about a range of genres, including myth, short story, etc.
Lists a wide variety of sources read for specific learning tasks.

Responses ☐
Identifies plot and sub-plot. Identifies allegory.
Formulates hypothetical questions about a subject based on prior reading.
Compares and offers critical analysis of materials presented in the media.
Extracts ideas embedded in complex passages of text.
Displays critical opinion and analysis in written reports of reading.
Identifies different authors' points of view on a topic.
Reformulates a task in the light of available reading resources.
Questions and reflects on issues encountered in texts.
Shows understanding by being able to adopt an alternative point of view to the author's.
Discusses styles used by different authors.

OTHER ASSESSMENTS

READING BAND H

In a nutshell ...

These students have clear ideas about their purposes for reading. They read beyond the literal in their search for deeper meanings.

CONTEXTS FOR OBSERVING BEHAVIOURS

◇ **READING CIRCLES** provide opportunities for students to discuss their interpretations of text at varying levels of meaning, discuss styles used by authors, extract embedded ideas and identify authors' points of view. The interaction between teacher and students at reading circles can enhance and expand understandings about text.

◇ **PRACTICAL DEMONSTRATIONS/PROJECTS** ll permit the teacher to assess each student's ability to analyse media materials, reformulate tasks after considering available resources and to compile appropriate reference lists.

◇ Students own **WRITING** will be an enduring artefact which will provide demonstrations of a variety of responses to and interpretations of text. Justification of ideas encountered in reading will be evident, as w understanding of authors' social comment.

◇ Students' personal **LITERATURE RESPONSE** and **LEARNING JOURNALS,** plus **FOLIOS** of work from all curriculum areas provide a summary of achievement recorded over time. The variety and type of materials being read, plus critical reports and analyses, are contained within these, as are the lists of sources used for specific learning tasks and reflections upon issues encountered in texts.

◇ Development of **PREVIEW QUESTIONS** or a set of **SUB-HEADINGS** for notes before reading a chapter or book, gives information about the way students use their prior knowledge to predict what they expect to find in a text.

LITERACY PROFILE

SCHOOL _____ CLASS _____ YEAR: 19__

NAME _____ TERM | CONTEXT OF OBSERVATION | COMMENTS

READING BAND G ☐

Reading Strategies ☐
Reads manuals and literature of varying complexity.
Interprets simple maps, tables and graphs in the context of discursive text.
Makes generalisations and draws conclusions from reading.
Reads at different speeds, using scanning, skim reading or careful reading.

Responses ☐
Supports argument or opinion by reference to evidence in sources outside text.
Compares information from different sources.
Identifies opposing points of view and main and supporting arguments in text.
Comments on the cohesiveness of the text as a whole.
Discusses and writes about author's bias and technique.
Offers critical opinion or analysis of reading materials in writing.
Distils and links ideas from complex sentences and paragraphs.

Interest and Attitudes ☐
Reads widely for pleasure, for interest, or for learning.

READING BAND H ☐

Reading Strategies ☐
Compiles own list of needed references using bibliographies and literature search techniques.
Interprets material at different levels of meaning.
Forms generalisations about a range of genres, including myth, short story, etc.
Lists a wide variety of sources read for specific learning tasks.

Responses ☐
Identifies plot and sub-plot. Identifies allegory.
Formulates hypothetical questions about a subject based on prior reading.
Compares and offers critical analysis of materials presented in the media.
Extracts ideas embedded in complex passages of text.
Displays critical opinion and analysis in written reports of reading.
Identifies different authors' points of view on a topic.
Reformulates a task in the light of available reading resources.
Questions and reflects on issues encountered in texts.
Shows understanding by being able to adopt an alternative point of view to the author's.
Discusses styles used by different authors.

READING BAND I ☐

Responses ☐
Explains textual innuendo and undertone.
Interprets analogy, allegory and parable in text.
Identifies and explains deeper significances in the text.
Defends each interpretation of text.
Discusses and writes about the author's bias.
Analyses the cohesiveness of text as a whole.

OTHER ASSESSMENTS

READING BAND I

In a nutshell ...

These students are skilful in analysing and interpreting when they respond to a text.

CONTEXTS FOR OBSERVING BEHAVIOURS

✧ Discussion of issues at **READING CIRCLES** provides opportunities for students to share issues of significance. These issues should then be explored through texts which focus on interpretation, authors' bias, innuendo and undertone.

✧ **LITERATURE RESPONSE FOLIOS** provide a vehicle for students to critically and analytically consider text. Negotiated criteria will determine the direction student responses take. These criteria should be listed in the folio.

✧ **DISCUSSION** with students about **TEXT COHESION** will allow the teacher to observe how well they make interpretations and justify decisions. Students' understandings regarding the cultural milieu of novels may be elicited here.

✧ **DRAMA WORKSHOP**, in which students rehearse and revise their interpretations of a scene from a play, provides an occasion for observing the way students articulate and defend their perceptions of a text.

✧ **WRITING** and **DISCUSSION** reveal students' understandings about the way a literary work may be both a particular story and a more general illumination of aspects of human life.

✧ **CLOSE ANALYSIS** of a selected passage and the ways in which it relates to and illuminates the whole work will show students' understanding of structural and metaphoric cohesion in the text.

LITERACY PROFILE

SCHOOL _____ CLASS _____ YEAR: 19__

NAME _____ TERM | CONTEXT OF OBSERVATION | COMMENTS

READING BAND H ☐

Reading Strategies ☐

Compiles own list of needed references using bibliographies and literature search techniques.
Interprets material at different levels of meaning.
Forms generalisations about a range of genres, including myth, short story, etc.
Lists a wide variety of sources read for specific learning tasks.

Responses ☐

Identifies plot and sub-plot. Identifies allegory.
Formulates hypothetical questions about a subject based on prior reading.
Compares and offers critical analysis of materials presented in the media.
Extracts ideas embedded in complex passages of text.
Displays critical opinion and analysis in written reports of reading.
Identifies different authors' points of view on a topic.
Reformulates a task in the light of available reading resources.
Questions and reflects on issues encountered in texts.
Shows understanding by being able to adopt an alternative point of view to the author's.
Discusses styles used by different authors.

READING BAND I ☐

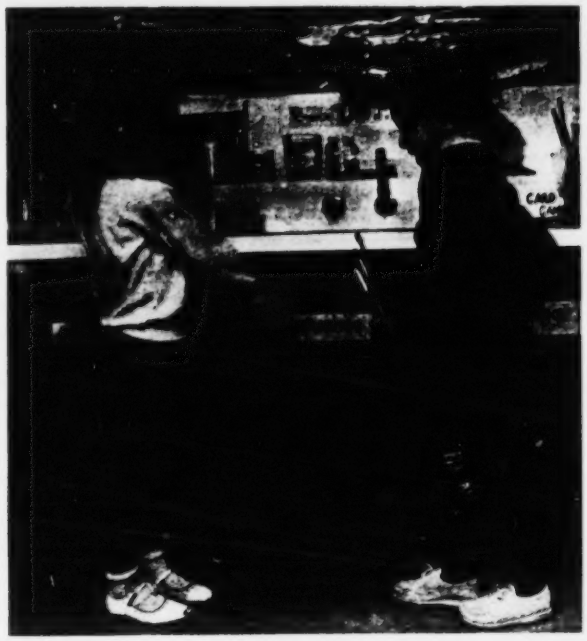
Responses ☐

Explains textual innuendo and undertone.
Interprets analogy, allegory and parable in text.
Identifies and explains deeper significances in the text.
Defends each interpretation of text.
Discusses and writes about the author's bias.
Analyses the cohesiveness of text as a whole.

OTHER ASSESSMENTS

WRITING BAND A

In a nutshell ...
These students know that you say something when you write. They are curious about the print all around them and are beginning to find out some of its secrets.



CONTEXTS FOR OBSERVING BEHAVIOURS

◇ A **WRITING CONFERENCE** during which students talk with the teacher about what has been written and/or drawn enables the teacher to discover the strategies students are using to record their messages. Choice of writing implement and paper will also be apparent. Writing conferences allow students to re-read their writing and/or drawing, and thus enable the teacher to note how each student approaches the notion of 'recording a message over time'.

◇ During **WRITING SESSIONS,** the teacher is able to observe each student's preference in the selection of different writing instruments and paper. This may suggest something of the previous writing experience of the student. Each student's control over the use of writing implements, and embryonic control over some of the conventio of writing - recognisable symbols, letters, drawings a he use made of words copied from the classroom or sc ol environment- will all be evident during these times.

◇ **DISCUSSION WITH PARENTS** can provide further information about the student's experiences with writing and drawing.

LITERACY PROFILE

SCHOOL _____ CLASS _____ YEAR: 19__

NAME _____ TERM | CONTEXT OF OBSERVATION | COMMENTS

WRITING BAND A ☐

What the writer does. ☐

Uses writing implement to make marks on paper.
Explains the meaning of marks (a word, sentence, writing, letter)
Copies "words" from signs in immediate environment.
"Reads", understands and explains own "writing".

What the writing shows ☐

Understanding of the difference between picture and print.
Use of some recognisable symbols in writing.

Use of Writing ☐

Comments on signs and other symbols in immediate environment.
Uses a mixture of drawings and "writing" to convey and support an idea.

WRITING BAND B ☐

What the writer does ☐

Reproduces words from signs and other sources in immediate environment.
Holds pencil/pen using satisfactory grip.
Uses preferred hand consistently for writing.

What the writing shows ☐

Use of vocabulary of print—letters, words, question marks.
Use of letters of the alphabet and other conventional symbols.
Use of letters in groups to form words.
Placing of spaces between groups of "letters"
Knowledge that writing moves from left to right in lines, from the top to the bottom of the page.

Use of Writing ☐

Writes own name.

OTHER ASSESSMENTS

WRITING BAND B

In a nutshell ...

These students are learning about handwriting. They know what letters and words are and talk about these terms when they are writing.

CONTEXTS FOR OBSERVING BEHAVIOURS

✧ Observation of students during **WRITING SESSIONS** allows the teacher to continue to monitor increasing control and preference of hand and writing implement. Developing understandings about the conventions of print will also be apparent, and for each student, these should be noted, with dates, for records.

✧ The **WRITING CONFERENCE** is an opportunity for students to talk with teachers about their writing. This may take the form of 'reading' what has been written, or discussing the writing and/or drawing. Such times are rich sources of information and reveal much about students' understandings of the conventions and vocabulary of print and about the meaning they are making in their writing.

✧ From **SAMPLES** in the **WRITING FOLIO**, teachers will be able to identify each student's development in the use of writing conventions and the range of ideas and vocabulary in use. The **WRITING FOLIO** itself may be used for students to develop ideas for writing, as well as a list of the language conventions they are employing. This enables the teacher to locate quickly students who need assistance with ideas for writing, and also to celebrate achievements with their students.

✧ **SHARED READING** sessions are times when students are able to share their developing knowledge of the vocabulary of print, and to question those elements which are engaging their attention. Observant teachers will increase their knowledge about students during shared reading.

LITERACY PROFILE

SCHOOL _____ CLASS _____ YEAR: 19__

NAME _____ TERM | CONTEXT OF OBSERVATION | COMMENTS

WRITING BAND A ☐

What the writer does. ☐

Uses writing implement to make marks on paper.
Explains the meaning of marks (a word, sentence, writing, letter).
Copies "words" from signs in immediate environment.
"Reads", understands and explains own "writing".

What the writing shows ☐

Understanding of the difference between picture and print.
Use of some recognisable symbols in writing.

Use of Writing ☐

Comments on signs and other symbols in immediate environment.
Uses a mixture of drawings and "writing" to convey and support an idea.

WRITING BAND B ☐

What the writer does ☐

Reproduces words from signs and other sources in immediate environment.
Holds pencil/pen using satisfactory grip.
Uses preferred hand consistently for writing.

What the writing shows ☐

Use of vocabulary of print—letters, words, question marks.
Use of letters of the alphabet and other conventional symbols.
Use of letters in groups to form words.
Placing spaces between groups of "letters".
Knowledge that writing moves from left to right in lines from the top to the bottom of the page.

Use of Writing ☐

Writes own name.

WRITING BAND C ☐

What the writer does ☐

Commences writing without assistance.
Has a personalised handwriting style that meets most handwriting needs.
Checks written work by reading it aloud.
Sounds out words as an aid to spelling.

What the writing shows ☐

Legible writing with recognisable words.
Words put together in a sentence format.
Words written in a logical order to make a sentence that can be read.
Upper and lower case letters used conventionally.
Written sentences that can be understood by an adult.

Use of Writing ☐

Sentences convey message on one topic.
Uses "I" in writing.
Writes about feelings, judgement or direct experience.
Creates characters from experience and immediate environment.

OTHER ASSESSMENTS

WRITING BAND C

In a nutshell ...

These students are saying something in their writing. They are writing sentences of their own. They are interested in the way their writing looks.

CONTEXTS FOR OBSERVING BEHAVIOURS

✧ **FOLDERS** and **FOLIOS** of writing in a range of curriculum areas enable teachers to assess the legibility of written work and the degree of control each student has over the conventions of print, including punctuation, grammar and spelling.

✧ **WORK SAMPLES** will reveal students' ability to control structural features of writing. A work sample also furnishes evidence about construction of sentences, content of writing, handwriting, punctuation, grammatical features and spelling.

✧ During **WRITING SESSIONS**, the teacher is able to observe students closely and assess drafting and spelling strategies used by each. These times are convenient for the teacher to identify students who are confident about tackling writing tasks and to assist those who are not, to confer with every child briefly, and to share students' responses to learning experiences As a result of observations, notes of significant points can be made.

✧ Regular **DISCUSSIONS** with students gives an insight into their perception of writing and of themselves as writers. **PARENT INTERVIEWS** will also serve to add to this store of knowledge about each student.

LITERACY PROFILE

SCHOOL _____ CLASS _____ YEAR: 19__

NAME _____ TERM | CONTEXT OF OBSERVATION | COMMENTS

WRITING BAND B ☐

What the writer does ☐

Reproduces words from signs and other sources in immediate environment.
Holds pencil/pen using satisfactory grip.
Uses preferred hand consistently for writing.

What the writing shows ☐

Use of vocabulary of print—letters, words, question marks.
Use of letters of the alphabet and other conventional symbols.
Letters written in groups to form words.
Placing spaces between groups of "letters".
Knowledge that writing moves left to right in lines from the top to bottom.

Use of Writing ☐

Writes own name.

WRITING BAND C ☐

What the writer does ☐

Commences writing without assistance.
Has a personalised handwriting style that meets most handwriting needs.
Checks written work by reading it aloud.
Sounds out words as an aid to spelling.

What the writing shows ☐

Legible writing with recognisable words.
Words put together in a sentence format.
Words written in a logical order to make a sentence that can be read.
Upper and lower case letters used conventionally.
Written sentences that can be understood by an adult.

Use of Writing ☐

Sentences convey message on one topic.
Uses "I" in writing.
Writes about feelings, judgement or direct experience.
Creates characters from experience and immediate environment.

WRITING BAND D ☐

What the writer does ☐

Marks most common words with incorrect spelling when editing writing.
Uses ideas, themes and structure from books in writing.
Uses concepts of order and time in writing.
Reads, rereads and revises own written work.
Uses everyday words in appropriate written context.

What the writing shows ☐

Punctuation used conventionally.
Conventional spelling used mostly; spelling shows recall of visual patterns.
Story can be read, understood and retold by classmates.
Several sentences constructed on one topic in a logical order.
A smooth connection of ideas.
Narrative writing contains beginning, middle and end.

Use of Writing ☐

Stories contain characters from outside personal environment.
Writes with ease on most matters of personal experience.
Write on a variety of topics.
Writes personal anecdotes.

OTHER ASSESSMENTS

WRITING BAND D

In a nutshell ...
These students write stories of their own. They change words and spelling until they are satisfied with the result.

CONTEXTS FOR OBSERVING BEHAVIOURS

✧ **WRITING FOLDERS,** in which students list personal achievements, provide insights into individuals' perceptions of themselves as developing writers. The folder also contains evidence of the range and variety of writing being undertaken, and the attempts made to edit, revise and proof-read. **FOLIOS** from all curriculum areas need to be examined to gain a more complete picture of each student.

✧ **WORK SAMPLES** are an important source of information about students, offering the teacher demonstrations of the influences of reading upon writing, and each student's capacity to construct longer text which can be understood by peers. Examination of samples allows the teacher to determine the student's understandings about the structure of text and whether ideas are smoothly connected into a whole piece. Use of punctuation and conventional spelling can also be seen in samples.

✧ **DISCUSSIONS** with students are a way in which teachers are able to learn how students make decisions about characters, setting, topics and development of their writing.

✧ **WRITING CIRCLES** provide opportunities for audiences of peers to comment upon and react to writing.

LITERACY PROFILE

SCHOOL _____ CLASS _____ YEAR: 19__

NAME _____ TERM | CONTEXT OF OBSERVATION | COMMENTS

WRITING BAND C ☐

What the writer does ☐
Commences writing without assistance.
Has a personalised handwriting style that meets most handwriting needs.
Checks written work by reading it aloud.
Sounds out words as an aid to spelling.

What the writing shows ☐
Legible writing with recognisable words.
Words put together in a sentence format.
Words in a logical order to make a sentence that can be read.
Upper and lower case letters used conventionally.
Written sentences can be understood by an adult.

Use of Writing ☐
Sentences convey message on one topic.
Uses "I" in writing.
Writes about feelings, judgement or direct experience.
Creates characters from experience and immediate environment.

WRITING BAND D ☐

What the writer does ☐
Marks most common words with incorrect spelling when editing writing.
Uses ideas, themes and structure from books in writing.
Uses concepts of order and time in writing.
Reads, rereads and revises own written work.
Uses everyday words in appropriate written context.

What the writing shows ☐
Punctuation used conventionally.
Conventional spelling used most of the time; spelling shows recall of visual patterns.
Story can be read, understood and retold by classmates.
Several sentences constructed on one topic in a logical order.
A smooth connection of ideas.
Beginning, middle and end in narrative writing.

Use of Writing ☐
Stories contain characters from outside personal environment.
Writes with ease on most matters of personal experience.
Write on a variety of topics.
Writes personal anecdotes.

WRITING BAND E ☐

What the writer does ☐
Edits work to a point where others can read it; corrects common spelling errors, punctuation and grammatical errors.
Develops ideas into paragraphs.
Uses a dictionary, thesaurus, word checker, etc. to extend and check vocabulary for writing.

What the writing shows ☐
Sentences have ideas that flow.
Paragraphs have a cohesive structure.
Ability to present relationships and to argue or persuade.
Message in expository and argumentative writing can be identified by others but some information may be omitted.
Brief passages written with clear meaning, accuracy of spelling and apt punctuation.
Appropriate shifts from first to third person in writing.
Consistent use of the correct tense.
Appropriate vocabulary used for familiar audiences.
Compound sentences—using conjunctions.
Variations of letters, print styles or fonts.
A print style appropriate to task.
A consistent handwriting style.

Use of Writing ☐
Writes a properly sequenced text which has a convincing setting.
Creates characters from imagination.

OTHER ASSESSMENTS

WRITING BAND E

In a nutshell ...
These students are able to plan, organise and polish the piece they are writing. They write in paragraphs. The vocabulary and grammar they use are well suited to the topic. They write quite convincing stories.

CONTEXTS FOR OBSERVING BEHAVIOURS

◇ **WRITING CIRCLES** provide occasions for the teacher and peers to assess cohesion, structure and appropriate use of tense, number and person as they attend to each student's writing.

◇ **WRITTEN CONVERSATION** is another way in which teachers are able to monitor development. Sentence structure, handwriting, appropriate vocabulary and use of standard spelling and punctuation are all easily observed. If written conversations are kept in a separate book for each student and dated, they then form part of a record of each student's development over time.

◇ **PUBLISHING** or **PRESENTATION** of practical demonstrations or projects requires that students be given time and assistance to work through the necessary conventions. Samples of students' 'publications' will provide information, as will **WRITING FOLDERS** and **FOLIOS** of work from other areas. Careful consideration of dated work samples for each student will give strong indications of growth in ability to control the conventions of writing.

◇ The **WRITING FOLDER** is also a source of information about the variety and type of writing being undertaken or attempted. It may contain a list of conventions students believe they have control over, indicating students' notions of themselves as writers. Drafts can be compared and changes noted and discussed.

◇ **PROOFREADING** tasks can be used to ascertain development in control over grammatical function, punctuation and spelling.

◇ Consideration of a variety of personal and formal **LETTERS** will enable the teacher to learn much about a student's awareness of audience and the demands of context.

◇ Observation of students in **WRITING** will show use of non-fiction books and papers, plus reference to reading materials, dictionaries, word lists and thesaurus. Significant observations should be noted as part of anecdotal records.

LITERACY PROFILE

SCHOOL _____ CLASS _____ YEAR: 19__

NAME _____ TERM | CONTEXT OF OBSERVATION | COMMENTS

WRITING BAND D ☐

What the writer does ☐
Marks most common words with incorrect spelling when editing writing.
Uses ideas, themes and structure from books in writing.
Uses concepts of order and time in writing.
Reads, rereads and revises own written work.
Uses everyday words in appropriate written context.

What the writing shows ☐
Punctuation used conventionally.
Conventional spelling used most of the time; spelling shows recall of visual patterns.
Story can be read, understood and retold by classmates.
Several sentencesconstructed on one topic in a logical order.
A smooth connection of ideas.
Beginning, middle and end in narrative writing.

Use of Writing ☐
Stories contain characters from outside personal environment.
Writes with ease on most matters of personal experience. Writes personal anecdotes.
Writes on a variety of topics.

WRITING BAND E ☐

What the writer does ☐
Edits work to a point where others can read it; corrects common spelling errors, punctuation and grammatical errors.
Develops ideas into paragraphs.
Uses a dictionary, thesaurus, word checker, etc. to extend and check vocabulary for writing.

What the writing shows ☐
Sentences have ideas that flow.
Paragraphs have a cohesive structure.
Ability to present relationships and to argue or persuade.
Message in expository and argumentative writing can be identified by others but some information may be omitted.
Brief passages written, with clear meaning, accuracy of spelling and apt punctuation.
Appropriate shifts from first to third person in writing.
Consistent use of the correct tense.
Appropriate vocabulary for familiar audiences such as peers, younger children or adults with only occasional inappropriate word choice.
Compound sentences—using conjunctions.
Variations of letters, print styles or fonts.
A print style appropriate to task.
Consistent handwriting style.

Use of Writing ☐
Writes a properly sequenced text which has a convincing setting.
Creates characters from imagination.

WRITING BAND F ☐

What the writer does ☐
Writes sentences in different forms: statement, question, command, explanation.
Writes paragraphs to develop logical sequence of ideas.
Corrects most spelling, punctuation and grammatical errors in editing others' work.
Consults available sources to improve or enhance writing.
Joins letters using linkages where appropriate to form personal handwriting style.

What the writing shows ☐
Narratives with introduction, complication and resolution in a logical order.
Longer descriptions and narratives are developed coherently.
Use of both active and passive voice.
A range of vocabulary and grammatical structures.
Complex sentences — principal and subordinate clauses.
Higher level writing skills in areas of special interest.
Understanding of the difference between narrative and other forms of writing.

Use of Writing ☐
Completes standard forms requiring personal information.
Makes appropriate use of narrative and other forms of writing.

OTHER ASSESSMENTS

WRITING BAND F

In a nutshell ...
These students can describe something well and tell a story skilfully. They know how to go about improving a piece of writing.

CONTEXTS FOR OBSERVING BEHAVIOURS

✧ **WRITING CIRCLES** continue to permit students access to a critical audience. The responses offered during these circles are often indications of effectiveness of writing. Form, development of plot and character, structure, tense, complexity of sentences and logical development of writing in narrative and other forms are all areas which can be discussed in this situation. By attending circles, the teacher is able to assess development.

✧ The influence of **NON-FICTION** material is evident when students write to convince an audience or to illustrate their point of view.

✧ Systematic collection of **WORK SAMPLES** from a variety of sources is important as these are accurate evidence of growth in both content and knowledge about the use of conventions. **'PUBLICATIONS', PRESENTED WORK** from all areas of the curriculum, **FOLIOS** and **FOLDERS** will all contain information that is significant. In these will be seen each student's handwriting skill, demonstrated understandings of the differences between narrative and other forms of writing, use of appropriate sentence form, range of vocabulary and grammatical structures.

✧ Students' beliefs about themselves as writers may be part of the **WRITING FOLDER.** Students may record the language conventions they consistently employ, or the strategies which they have established to help them. Comparison of work in the folder and listed accomplishments will be a guide to whether students are realistic about their abilities.

✧ Tasks requiring **PROOFREADING** to check grammatical function, punctuation and spelling are windows on the ways individual students approach and solve the audience requirement of standard forms of 'published' pieces.

✧ Whilst students are occupied **WRITING,** the teacher is able to move around **DISCUSSING** and observing what each is working on. A brief time only need be spent with each student for a wide range of information to be gathered - areas of difficulty, reasons for choice of particular words or phrases, ability to revise and edit text - which can be noted as part of a cumulative record.

LITERACY PROFILE

SCHOOL _____ CLASS _____ YEAR: 19__

NAME _____ TERM | CONTEXT OF OBSERVATION | COMMENTS

WRITING BAND E ☐

What the writer does ☐
Edits work to a point where others can read it; corrects common errors.
Develops ideas into paragraphs.
Uses a dictionary, thesaurus, word checker, etc. to extend and check vocabulary.

What the writing shows ☐
Sentences have ideas that flow.
Paragraphs have a cohesive structure.
Ability to present relationships and to argue or persuade.
Message in expository and argumentative writing can be identified by others.
Brief passages written with clear meaning, accuracy of spelling and apt punctuation.
Appropriate shifts from first to third person in writing.
Consistent use of correct tense.
Appropriate vocabulary for familiar audiences.
Compound sentences—using conjunctions.
Variations of letters, print styles or fonts. Uses a print style appropriate to task.
A consistent handwriting style.

Use of Writing ☐
Writes a properly sequenced text which has a convincing setting.
Creates characters from imagination.

WRITING BAND F ☐

What the writer does ☐
Writes sentences in different forms: statement, question, command, explanation.
Writes paragraphs to develop logical sequence of ideas.
Corrects most spelling, punctuation and grammatical errors in editing others' written work.
Consults available sources to improve or enhance writing.
Joins letters using linkages where appropriate to form personal handwriting style.

What the writing shows ☐
Narratives contain introduction, complication and resolution in a logical order.
Longer descriptions and narratives are developed coherently.
Use of both active and passive voice.
A range of vocabulary and grammatical structures.
Complex sentences — principal and subordinate clauses.
Higher level writing skills in areas of special interest.
Understanding of the difference between narrative and other forms of writing.

Use of Writing ☐
Completes standard forms requiring personal information.
Makes appropriate use of narrative and other forms of writing.

WRITING BAND G ☐

What the writer does ☐
Writes in narrative, expository and argumentative styles.
Uses a range of writing styles effectively and appropriately for purpose and audience.
Uses a range of vocabulary effectively and appropriately for purpose and audience.
Edits work to improve the flow of ideas and reorganises work to make it more readable.
Replaces words and sentences during revision of written work.
Changes sequence of ideas, adds new ideas during revision.

What the writing shows ☐
Main and supporting ideas are presented clearly.
Correct format for letters, invitations, etc. is used.
Figurative language such as simile is used for descriptive purposes.

Use of Writing ☐
Writing shows a range of styles—written conversations, poems, plays, journals, diaries.
Writes formal and social letters and distinguishes between the purposes for each.
Adapts writing to the demands of the task.
Completes complex forms which seek detailed biographical and related information.

OTHER ASSESSMENTS

WRITING BAND G

In a nutshell ...
These students can use a rich vocabulary and writing style, depending on their topic and the person they are writing for. They bring life and colour to their writing. They can undertake major revision and editing.

CONTEXTS FOR OBSERVING BEHAVIOURS

✧ Students' recognition of the need to reorganise written work will be seen during **WRITING CIRCLES** in the questions writers ask each other. Main and supporting ideas in writing will also be discussed here.

✧ **WORK SAMPLES** will show the variety of writing being undertaken, plus the use of correct format for these styles. The different purposes for letter writing, social or formal, will be evident in collected samples of work. Biographical details and related information will be apparent in **ANECDOTES, REFLECTIVE WRITING** samples and completion of **SURVEY FORMS**.

✧ Evidence of editing, whether it be replacing words or sentences to changing a sequence of ideas will be found by comparing written **DRAFTS** in folios and folders of work from all areas of the curriculum, and in **WRITING CONFERENCES.**

✧ Effectiveness of the writing style and the range of vocabulary used appropriate to the purpose for writing will be demonstrated in the **PUBLICATION** of written work.

✧ Teacher observation of **WRITING** and **DISCUSSION** with students will discover which students are able to use simile for descriptive purposes.

✧ **NOTETAKING** activities allow teachers to see the development of important skills such as summarising, recording information and rapid handwriting.

LITERACY PROFILE

SCHOOL _____ CLASS _____ YEAR: 19__

NAME _____ TERM | CONTEXT OF OBSERVATION | COMMENTS

WRITING BAND F ☐

What the writer does ☐
Writes sentences in different forms: statement, question, command, explanation.
Writes paragraphs to develop logical sequence of ideas.
Corrects most spelling, punctuation and grammatical errors in editing others' work.
Consults available sources to improve or enhance writing.
Joins letters using linkages where appropriate to form personal handwriting style.

What the writing shows ☐
Narratives contain introduction, complication and resolution in a logical order.
Longer descriptions and narratives are developed coherently.
Use of both active and passive voice.
A range of vocabulary and grammatical structures.
Complex sentences — principal and subordinate clauses.
Higher level writing skills in areas of special interest.
Understanding of the difference between narrative and other forms of writing.

Use of Writing ☐
Completes standard forms requiring personal information.
Makes appropriate use of narrative and other forms of writing .

WRITING BAND G ☐

What the writer does ☐
Writes in narrative, expository and argumentative styles.
Uses a range of writing styles effectively and appropriately for purpose, situation and audience.
Uses a range of vocabulary effectively and appropriately for purpose, situation and audience.
Edits work to improve the smooth flow of ideas and reorganises work to make it more readable.
Replaces words and sentences during revision of written work.
Changes sequence of ideas, adds new ideas during revision.

What the writing shows ☐
Main and supporting ideas are presented clearly.
Correct format for letters, invitations, etc. is used.
Figurative language such as simile is used for descriptive purposes.

Use of Writing ☐
Writing shows a range of styles—written conversations, poems, plays, journals, diaries.
Writes formal and social letters and distinguishes between the purposes for each.
Adapts writing to the demands of the task.
Completes complex forms which seek detailed biographical and related information.

WRITING BAND H ☐

What the writer does ☐
Edits and revises own work to enhance effect of vocabulary, text organisation and layout.
Edits and revises others' writing, improving presentation and structuring without losing meaning or message.

What the writing shows ☐
Meaning is expressed precisely.
Organisation and layout of written text is accurate and appropriate for purpose, situation and audience.
Argument, description and narrative are presented effectively and appropriately.
Vocabulary shows awareness of ambiguities and shades of meaning.
Figurative language such as metaphor is used to convey meaning.

Use of Writing ☐
Presents analysis of argument and situation.
Sustains organisation of ideas which are justified with detail in extended writing.

OTHER ASSESSMENTS

WRITING BAND H

In a nutshell ...
These students are conscious of subtleties in language. They can be very analytical in developing arguments and very precise in their descriptions. They rework the text to sharpen the meaning.

CONTEXTS FOR OBSERVING BEHAVIOURS

✧ Students' abilities in editing work to enhance the effect of the writing will be discovered in the **WORK SAMPLES** collected over time. Ambiguity and different shades of meaning may also be observed in these samples, as can figurative language.

✧ **WRITING CIRCLES,** by their cooperative nature, will show which students are able to edit another's work without losing meaning. These circles will also give information about the appropriateness of the writing from the questions generated and the responses given.

✧ **PUBLICATION** of work will be an indication of the purpose of the writing through organisation and layout, and appropriateness of presentation.

✧ **SUMMARISING** books read, or **TAKING NOTES** from a speaker or during class, will demonstrate which students are able to adapt their writing in a manner appropriate to the purpose. Examination of summaries and notes may give additional clues to the writer's interpretations or intended meanings.

✧ **DOCUMENTATION** refers to the quoting and referencing that students do in expository writing. It helps teachers to see how well students can justify points and arguments they make.

LITERACY PROFILE

SCHOOL _____ CLASS _____ YEAR: 19__

NAME _____ TERM | CONTEXT OF OBSERVATION | COMMENTS

WRITING BAND G ☐

What the writer does ☐

Writes in narrative, expository and argumentative styles.
Uses a range of writing styles effectively and appropriately for purpose, situation and audience.
Uses a range of vocabulary effectively and appropriately for purpose, situation and audience.
Edits work to improve the smooth flow of ideas and reorganises work to make it more readable.
Replaces words and sentences during revision of written work.
Changes sequence of ideas, adds new ideas during revision.

What the writing shows ☐

Main and supporting ideas are presented clearly.
Correct format for letters, invitations, etc. is used.
Figurative language such as simile is used for descriptive purposes.

Use of Writing ☐

Writing shows a range of styles—written conversations, poems, plays, journals, diaries.
Writes formal and social letters and distinguishes between the purposes for each.
Adapts writing to the demands of the task.
Completes complex forms which seek detailed biographical and related information.

WRITING BAND H ☐

What the writer does ☐

Edits and revises own work to enhance effect of vocabulary, text organisation and layout.
Edits and revises others' writing, improving presentation and structuring without losing meaning or message.

What the writing shows ☐

Meaning is expressed precisely.
Organisation and layout of written text is accurate and appropriate for purpose, situation and audience.
Argument, description and narrative are presented effectively and appropriately.
Vocabulary shows awareness of ambiguities and shades of meaning.
Figurative language such as metaphor is used to convey meaning.

Use of Writing ☐

Presents analysis of argument and situation.
Sustains organisation of ideas which are justified with detail in extended writing.

WRITING BAND I ☐

What the writer does ☐

Writes with ease in both short passages and extended writing, on most familiar topics.
Uses analogies and symbolism in writing.
Uses irony in writing.
Uses figures of speech, metaphor and simile, to illustrate and support message embedded in extended text.
Structures a convincing argument in writing.
Can use sustained and elaborated metaphorical language in writing.

What the writing shows ☐

Extension beyond conventions of standard written English in a skilful and effective way.

Use of Writing ☐

Extended arguments are conveyed through writing.
Adapts to the demands of academic writing.

OTHER ASSESSMENTS

WRITING BAND I

In a nutshell ...

These writers can produce text in many forms. They are virtually masters of their craft. Their writing can be powerful and evocative.

CONTEXTS FOR OBSERVING BEHAVIOURS

◇ **WRITING CIRCLES** are a way of stimulating discussion and provoking thought which may then be reflected in writing. The subtleties of analogy, symbolism, irony, metaphor and simile can be explored at a writing circle and examples of these can be read and considered.

◇ **WRITING** and **LEARNING FOLDERS** , and **FOLIOS OF WORK FROM ALL CURRICULUM AREAS** will contain examples of each student's written pieces in response to questions, research topics, debates and formal writing tasks. The appropriate documentation which is required in academic writing, should be apparent in **WORK SAMPLES.**

◇ The systematic collection of **WORK SAMPLES** supplies a significant amount of information about each student and should demonstrate the advanced understanding and use of the skills of writing Band I.

LITERACY PROFILE

SCHOOL _____ CLASS _____ YEAR: 19__

NAME _____ TERM | CONTEXT OF OBSERVATION | COMMENTS

WRITING BAND H ☐

What the writer does ☐

Edits and revises own work to enhance effect of vocabulary, text organisation and layout.

Edits and revises others' writing, improving presentation and structuring without losing meaning or message.

What the writing shows ☐

Meaning is expressed precisely.

Organisation and layout of written text is accurate and appropriate for purpose, situation and audience.

Argument, description and narrative are presented effectively and appropriately.

Vocabulary shows awareness of ambiguities and shades of meaning.

Figurative language such as metaphor is used to convey meaning.

Use of Writing ☐

Presents analysis of argument and situation.

Sustains organisation of ideas which are justified with detail in extended writing.

WRITING BAND I ☐

What the writer does ☐

Writes with ease in both short passages and extended writing, on most familiar topics.

Uses analogies and symbolism in writing.

Uses irony in writing.

Uses figures of speech, metaphor and simile, to illustrate and support message embedded in extended text.

Structures a convincing argument in writing.

Can use sustained and elaborated metaphorical language in writing.

What the writing shows ☐

Extension beyond conventions of standard written English in a skilful and effective way.

Use of Writing ☐

Extended arguments are conveyed through writing.

Adapts to the demands of academic writing.

OTHER ASSESSMENTS

ARE THE INTERPRETATIONS CONSISTENT?

Moderation

To establish and maintain consistency in the procedures of assessment and reporting, it is necessary for teachers to "compare notes" from time to time with other teachers using the *LiteracyProfiles*. Such sharing of interpretations of students' work can take the form of "reflecting out loud". With the assessment of writing, for example, two or more teachers will have in front of them samples of children's work and a copy of the *Literacy Profiles* Handbook. They will jointly reflect on the attributes of the work samples, endeavouring to reach agreement on the most appropriate descriptions presented in the various bands. Such a process enables teachers to test their own judgement about the indicators of behaviour against the judgement of other teachers.

> Do you think this piece of writing shows that Hanna can "construct several sentences on a topic in a logical order"? (Writing Band D)
> Would you say that she has made a start in argumentative writing, even though she has omitted some information? (Writing Band E)

In general, formal meetings are not necessary to keep this moderation process going. It is usually enough just to talk about what the different bands (with their groups of indicators) imply and what the student performance actually shows. As a general rule, the process of moderation should become more formal as one moves up through the school. This is determined by the broadening range and complexity of learning tasks that students engage in. Preparatory Year teachers might, for example, set aside a specific time of, say, half an hour each term to "reflect aloud" on the relevant processes and products. Teachers at senior Year levels may need to meet more frequently.

Where agreement does not come easily, it is advisable to set up a discussion group of several teachers, perhaps looking at a wider range of student writing, and trying to focus more on global aspects of development rather than the interpretation of individual words or expressions within the bands. Language co-ordinators and consultants can play an important role in facilitating such discussion. In debate, it may be profitable to refer to the "Growth Points" in the *English Language Framework P-10*.

Sometimes teachers are often overly polite to one another and let go unchallenged an interpretation they don't agree with. It is very important for teachers to maintain their ability to communicate clearly and to keep debate alive in the interests of developing common understandings and interpretations of student performance. This effort to develop mutually agreed understandings, to extend one's capacity to defend judgements and to be able to explain decisions more or less publicly will enhance the professionalism of teachers.

The Scope of Moderation

Perhaps the most reliable artifact to work with in literacy learning is a sample of a student's writing. But some kind of objective basis for the interpretation of other literacy behaviours is necessary as well. For instance, the way students go about their writing, their participation in group discussion on literary texts and the strategies used in reading should also be the subject of a moderation process. This means that teachers will need to arrange for other teachers to visit their classrooms, to watch individual students at work and then cross-check their perceptions of the behaviours they observed.

The first stage of the moderation process is to have teachers discussing the products and work practices of students in their own class or classes. In the second stage, discussion should focus on the work of students in other classes but at the same year level. Then, within the same school, the moderation process is applied to observations of the literacy behaviours of students at other year levels. The final stage involves making visits to other schools to compare the use of the *Literacy Profiles* as they are being used with students at the same Year level and at different Year levels. Exchange visits may also be arranged between primary and post-primary schools.

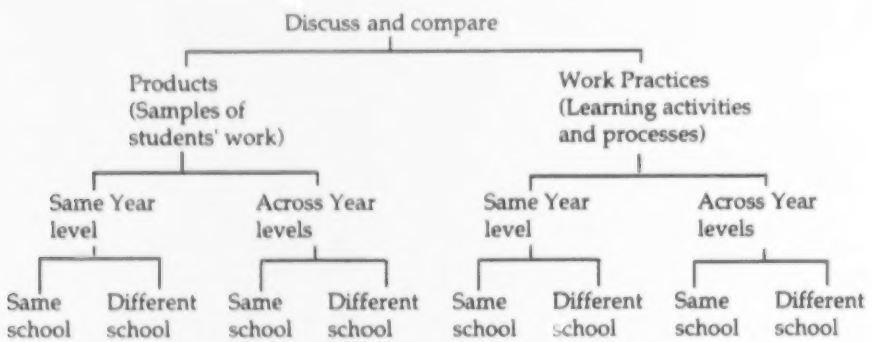
Moderation in Practice

Teachers should participate in both informal and formal moderation discussions. Some cross-checking of judgements can take place casually over coffee in the staffroom. Some can occupy five or ten minutes of a regular staff meeting. Some will require a formal meeting called for this specific purpose. A specific time should be set aside at least once each term for a moderation meeting. Such meetings need only be brief but should be tightly planned. Ideally, these would occur on a scheduled pupil free day.

In discussing particular students it is important that teachers examine more than one piece of work. In comparing a range of samples, teachers should look for general patterns of behaviour, avoiding too much debate about single instances. When visiting other classrooms, it is desirable to have agreed in advance which students are to be the focus of attention.

A diagram to suggest what should be the subject of moderation and where it should be carried out is given below.

Subject Matter and Context for Moderation



IMPLICATIONS FOR TEACHING AND LEARNING

Focus on Assessment

The *Literacy Profiles* describe typical behaviours shown by students in classrooms throughout the years of schooling. The *Profiles* are meant to be used with students working in an existing program so that the processes of learning and its outcomes can be monitored, recorded and reported.

The *Profiles* are not meant to be used as the starting-point for a program or to suggest its content. The various behaviours described are definitely not meant to provide a list of skills for teachers to teach.

An Image of Learning

The principal value in the *Profiles* is that they direct teachers' attention to growth in literacy learning. In presenting such an extensive list of behaviours, the scheme enables teachers to develop clear statements of growth for each of their students over time. Significantly, it gives teachers a common vocabulary for talking about such growth. It also provides parents with a kind of ground-plan against which they can discern the progress of their children's development. For most students, as well, it enables them to see,

from the array of behaviours described, just what they have accomplished so far and what is the broader context of their learning.

Benefits for Students

With the use of the *Profiles* there is nothing hidden or mysterious. Students can have access to their own Records and should feel free to discuss with the teacher the judgements about the behaviours which the *Profiles* describe. They will then know in advance precisely what their parents will be shown during parent-teacher interviews.

Students can then engage much more in self-evaluation because they will know the kinds of behaviours the teacher is recording and reporting. They should find in the teacher's records equivalent or complementary items to those in the records they keep themselves. For example, they might compare their *Profiles* Record with the "Things I Can Do" section in their Writing Folder. They should feel confident in discussing the ways they undertake literacy tasks because their agenda for reading and writing will have common ground with the teacher's in the descriptors in the bands. Where students are offered a clear stucture to help them reflect upon their learning and where they feel free to engage in such discussion with the teacher and with one another, a harmonious learning environment is sure to exist.

IMPLEMENTATION OF THE *PROFILES* APPROACH

Steps in the Process

The first stage in implementing the *Profiles* is to adopt them as school policy, either on a permanent or trial basis. The second stage is to advise the parents in general, either through meetings or through printed circulars that a new and comprehensive system of assessment and reporting on literacy learning is being implemented at the school. The most important point to be conveyed is that there now exists an extensive description of typical learning behaviours of young people as they progress along the path towards high levels of accomplishment in literacy. Parents and students can become familiar with these descriptions as the *Profiles* begin to form the basis of assessment and reporting. Finally, there is a role for parents and students in helping to build a complete profile of the student's learning. To ensure accuracy, judgements made by teachers will be tempered by reference to the views of students and parents, and the teachers themselves will also be constantly comparing their observations and interpretations with those made by other teachers.

Parent-Teacher Meetings

The use of the *Literacy Profiles* within a school can help to improve the whole process of assessment and reporting. But one key element in such a process is the meeting between teacher and parents. An effective and efficient meeting, for which the agenda and ground rules have been worked through beforehand, will render the final written report on literacy no more than a written confirmation of what the parents already know. The meeting itself becomes the opportunity for an exchange of information and opinion about the progress of students' learning. It offers the opportunity for both parties to gain insights into the different learning environments of home and school and to moderate and modify their judgements about the pace and scope of learning.

As far as literacy is concerned, there will be virtually a common framework for discussion throughout the school. The exception to this principle is that individual teachers will be periodically adding to the items in the bands in the light of their own experience and whenever they are confronted by new behaviours identified by parents and by students themselves.

In discussing literacy learning, parents and the teacher will have before them a copied sheet of the relevant *Profiles* bands. The teacher will indicate where the present characteristic behaviours of their child are to be found in the *Profiles*, extending over one, two or more of the bands. This will offer a comprehensive basis for discussion and set up a common series of points or issues for consideration.

In examining patterns of behaviour as recorded by the teacher on the *Profiles* Records, there will be an inevitable increase in the two-way dialogue. The bands will generate questions teachers will want to ask of parents. Teachers may offer their perceptions and then ask parents what they think. There will be a strong chance that teacher and parents will identify areas where both parties can work together towards given ends. For example, the issue of more effective use of the library may be one area where joint efforts may be warranted. Some reference at this point in a discussion to the Growth Points in the *English Language Framework* may be useful in suggesting future goals related to the particular learning experiences under discussion.

It is obvious that the kind of meeting described above could become very much longer than the five or ten minutes teachers and parents are now accustomed to. The old days of reading out scores for tests and marks for assignments did little to enlist the support of parents. Now, when the community expects more from literacy programs, the duration of parent-teacher meetings may need to increase. However, the adoption of the *Profiles* approach and the identification of key points for discussion will keep the meeting purposeful. Where parents are seen as a vital part of the literacy education team, then any increase in time may be worthwhile.

Meetings can now cover not only information exchange but can serve a professional development function as well. With a focus on typical student behaviours presented in the bands, all participants can become sensitive to the kinds of indicators that demonstrate students' learning processes and achievements. Once parents have an overview of typical behaviours in literacy learning relevant to their child, descriptive reporting can make much more sense. By becoming inducted into the strategies of assessment, they are likely to emerge as true partners in literacy education.

PREPARING WRITTEN REPORTS

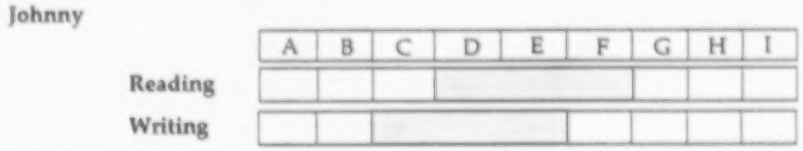
Reporting to Parents

The Profile Records can be used when directly reporting to parents at any time throughout a school year. The wording of descriptors in the bands is intended to be as accessible as possible for all audiences, but may need to be rephrased to meet particular needs. An oral explanation of a descriptor may be all that is required.

The *Profiles* assist teachers in selecting information to include in descriptive reports. In the following example, the statements are clearly drawn from the Reading and Writing bands, but adapted to the requirements of the particular audience.

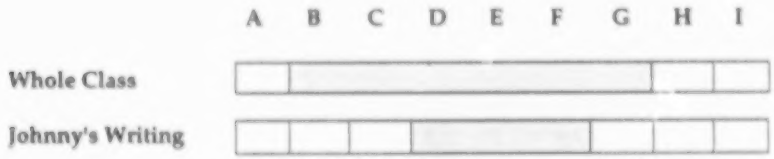
All the statements in this report are framed in positive terms, stating the things that Rebecca can do and for which evidence can be produced. It does not state what she cannot do, or what has not yet been observed. It does, however, give useful directions to parents in forecasting the sorts of development that parents and teachers may expect to see in the near future.

Student achievement in reading and writing may also be shown graphically or diagrammatically, by displaying the range of behaviours the student is currently exhibiting against the backdrop of the full range of bands, as in this example:



Where reference is made to the band labels, it is important to show that student literacy behaviours will, in nearly all cases, span two or three bands. Attempts to describe a student's literacy with a single band label should therefore be resisted. It is also important to note that Band C in reading, for instance, does not equate precisely to Band C in writing, as the two scales were developed independently. The graphic representation must be treated with caution in this respect, for we cannot draw the inference (suggested visually) that Johnny's development in writing is lagging a little behind his development in reading.

Additional information can be given in this format, showing the range of behaviours exhibited in the class as a whole.



LITERACY PROGRAM EVALUATION

The English Language Framework P-10 describes the way a school might develop its English language policy and program. Literacy should be, of course, a key component and should be equally important for a primary and a post-primary school. It is assumed that any school which plans to use the *Literacy Profiles* will already have in place a detailed English language policy and program, with due attention given to literacy.

While it is important that the *Profiles* should not pre-determine the thrust of a program or distort its established goals, they can make a contribution to literacy program evaluation because they so strongly invite teachers to **reflect** on the scope of learning experiences currently being offered. In this way, the *Profiles* can contribute to decision-making in regard to classroom practice, the broadening or deepening of learning experiences, meeting special needs, the review of resources, and so on. The following discussion describes the formal context in which this can happen.

Profiles in the Decision Making Process

The *Literacy Profiles* can play a significant part in the program planning and evaluation cycle as described in the *School Curriculum and Organisation Framework: P-12*. In the first phase of the cycle, "Evaluation", profile building can be seen as part of the continuous process of making judgements. For a teacher, students and their parents, the *Profiles* show on a continuum just what understandings students have

gained, what achievements they have made and what kinds of responses are given on a range of tasks associated with literacy learning.

The *Profiles* can throw light on the balance of components within a program and the strategies that might be best used to foster improvement. For example, greater emphasis might need to be placed on the development of student attitudes and interests in reading, or on the teaching of reading strategies, on more thoughtful responses in reading, on the processes of writing, on the written products themselves or on the use to which students put writing. These headings are featured in the *Profiles* and the teachers or the English/Language co-ordinator could examine the **major outcomes** from the *Profiles* Records to determine where the program needs strengthening. In the junior part of the school, for instance, inspection of the Records might show that "What the writing shows" is regularly the last section to be checked off for the students. Emphasis might therefore be placed on the development of greater understandings by the students about the writing process.

The *Profiles* highlight not only teaching and learning issues in the classroom but reflect broader concerns such as interests and attitudes of students in literacy generally, the availability of literacy resources, the effectiveness of parent participation and the adequacy of communication with parents and the community at large.

In the second and third phases of the curriculum planning cycle, "Setting goals" and "Making policy", the *Literacy Profiles* should have no role to play or, at most, a very indirect one.

In the next phases, "Planning and resourcing programs", the *Profiles* take on a new significance because they are intended to become a regular part of normal classroom activities and thus of learning and teaching. They are the ordinary instruments of teaching practice and will require appropriate resourcing.

Planning and resourcing decisions about literacy can become better focused because there is a comprehensive set of understandings teachers will have worked through while moderating their judgements with *Profiles*. Not only will teachers have a common vocabulary for literacy assessment, but parents themselves, through their exposure to *Profiles*, will also be familiar with the terms and concepts used in the assessment of literacy.

In the final phase, "Implementing programs", the *Profiles* also serve a valuable function. They become in-built assessment and reporting elements of the program and provide essential records which positively inform teachers about the attainment of goals set for their students. In both minor and major program evaluations, summaries of *Profiles* data can become key evaluation documents which can be tabled along with teacher planning documents and program and policy statements when these evaluations occur.

PROFILES IN CLASSROOMS AND SCHOOLS

In the development of the *Literacy Profiles*, teachers and schools made use of draft versions of the reading and writing bands in a variety of ways and a variety of settings.

With her Year 5/6, one teacher used the *Profiles* bands to record and report on each student's progress in reading and writing. Before the parent-teacher reporting nights, she reviewed the records she had on each student: anecdotal records, writing samples, records of reading and other observations she had made. She used a highlighter pen to colour those behaviours she judged to be established in the student's repertoire, and then used the Record sheet as a basis for discussion with the parents. Johnny's profile in June is shown at the top of the following page:

READING BAND D ☐

Reading Strategies ☑

Reads materials with a wide variety of styles and topics.
Selects books to fulfil own purposes.
States main idea in a passage.
Substitutes words with similar meanings when reading aloud.
Self-corrects, using knowledge of language structure and sound-symbol relationships.
Predicts, using knowledge of language structure and/or sound-symbol to make sense of a word or phrase.

Responses ☐

Discusses different types of reading materials.
Discusses materials read at home.
Tells a variety of audiences about a book.
Uses vocabulary and sentence structure from reading materials in written work as well as in conversations.
Themes from reading appear in art work.
Follows written instructions.

Interest and Attitudes ☐

Recommends books to others. Reads often.
Reads silently for extended periods.

2

The teacher kept a loose-leaf folder containing Record sheets for each child in the grade. In November she again went through this process, this time using a highlighter pen of a different colour. The student's progress was thus shown clearly. In November, Johnny's *Profiles* Record looked like this:

READING BAND D ☑

Reading Strategies ☑

Reads materials with a wide variety of styles and topics.
Selects books to fulfil own purposes.
States main idea in a passage.
Substitutes words with similar meanings when reading aloud.
Self-corrects, using knowledge of language structure and sound-symbol relationships.
Predicts, using knowledge of language structure and/or sound-symbol to make sense of a word or phrase.

Responses ☑

Discusses different types of reading materials.
Discusses materials read at home.
Tells a variety of audiences about a book.
Uses vocabulary and sentence structure from reading materials in written work as well as in conversations.
Themes from reading appear in art work.
Follows written instructions.

Interest and Attitudes ☐

Recommends books to others. Reads often.
Reads silently for extended periods.

2

4

3

READING BAND E ☐

Reading Strategies ☐

Reads to others with few inappropriate pauses.
Interprets new words by reference to suffixes, prefixes and meaning of word parts.
Uses directories such as a table of contents or index, telephone and street directories to locate information.
Uses library classification systems to find specific reading materials.

Responses ☐

Improvises in role play, drawing on a range of text.
Writing shows meaning inferred from the text.
Explains a piece of literature.
Expresses and supports an opinion on whether an author's point of view is valid.
Discusses implied motives of characters in the text.
Makes comments and expresses feelings about characters.
Rewrites information from text in own words.
Uses text as a model for own writing.
Uses a range of books and print materials as information sources for written work.
Reads aloud with expression.

Over the five months, many of the "gaps" in Band D have been filled in, and new behaviours are shown in the higher band, Band E. One indicator in Band F was also highlighted (not shown here).

In preparing transition reports for her Year 6 students, who were leaving to go to post-primary schools, the teacher attached the student's profile to the standard form, in order to convey information about students' literacy development succinctly and in a common format.

Some schools have used the reading and writing bands as a tool for evaluating and refining their language policies. One Melbourne primary school adapted a draft version of the bands to reflect the home languages of its students and to incorporate the school's ESL and LOTE (Italian) programs. Teachers modified some of the indicators (such as *Aware of conventions of home language print direction*), and incorporated new indicators (such as *Uses Italian literature experiences as a model for writing in Italian*). These bands now form part of a policy document which the school called *Language Behaviour and Understanding to Watch for and Encourage: A Guide to Kid-Watching*.

At another primary school, the context for the work on *Profiles* was the development of a more effective student record system in the school. The school had selected assessment in literacy as a major focus for the year. The reading and writing bands were used as discussion documents on curriculum days and formed a basis for reviewing the way assessments were made and recorded in the school. The *Profiles* offered a uniform approach throughout the school, a point that was perceived to be of benefit to both teachers and parents. Over a period of more than a year, staff experimented with various ways of using the bands in assessing their students.

Initially, a checklist approach to reporting was used, but this proved to be such a mammoth task that it was later abandoned. The bands are now used in two ways. During parent teacher discussions, teachers have their *Profiles* Record sheet as a prompt for the points they wish to discuss, and can refer to evidence for their judgements. The *Profiles* are also used as a source of information for descriptive reports. Teachers draw on the indicators in the reading and writing bands to prepare a written report. Sometimes the wording in the reports is similar to the wording in the bands, but in most cases the teachers rephrase the points in a way that parents will understand more clearly. The *Literacy Profiles* are now the basis of the ways teachers in that school assess their students and report to parents.

> Rebecca has now read several "Big Books" in our shared reading activities. She is able to read books which have repetitive rhythm and to write her own short stories by filling in gaps in similar types of stories. Her reading of new words is improving as she learns to use the context to predict the meaning of words. She can accurately retell a short story after shared reading and gives a good account of events and characters. Her interests in reading will develop as she selects and reads a wide range of storybooks.
>
> Her writing reflects the stories she reads. Her sentences are now recognisable and she can complete sentences based on her reading. She is prepared to try to spell new words. We can expect Rebecca to begin soon to develop an ability to punctuate, to write her own stories that we can all read and to begin to use correct spelling. Her stories should soon consist of several sentences.

READING BAND A

Concepts about Print Holds book the right way up. Turns pages from the front to the back. On request, indicates the beginning and end of sentences. Distinguishes between upper and lower case letters. Indicates the start and end of books.

Reading Strategies Locates words, lines, spaces, letters. Refers to letters by name. Locates own name and other familiar words in a short text. Identifies known, familiar words in other contexts.

Responses Responds to literature (smiles, claps, listens intently) Joins in familiar stories.

Interest and Attitudes Shows preference for particular books. Chooses books as a free time activity.

READING BAND B

Reading Strategies Takes risks when reading. "Reads" books with simple repetitive language patterns. Uses pictures for clues to meaning of text. Asks others for help with meaning and pronunciation of words. Consistently reads familiar words and interprets symbols within a text. Predicts words. Matches known clusters of letters to clusters in unknown words. Uses knowledge of words in the environment when "reading" and "writing". Recognises base words within other words. Names basic parts of a book. Makes a second attempt at a word if it doesn't sound right.

Responses Selects own books to "read". Describes connections among events in texts. Writes, role plays and/or draws in response to a story or other form of writing (e.g. poem, message). Creates ending when the text is left unfinished. Recounts parts of text in writing, drama, or art work. Retells using language expressions from reading sources. Retells with approximate sequence.

READING BAND C

Reading Strategies Rereads a paragraph or sentence to establish meaning. Uses context as a basis for predicting meaning of unfamiliar words. Reads aloud showing understanding of purpose of punctuation marks. Uses picture cues to make appropriate responses for unknown words. Uses pictures to help read a text. Finds where another reader is up to in a reading passage..

Responses Writing and art work reflect understanding of text. Retells, discusses and expresses opinions on literature, and reads further. Recalls events and characters spontaneously from text.

Interest and Attitudes Seeks recommendations for books to read. Chooses more than one type of book. Chooses to read when given free choice. Concentrates on reading for lengthy periods.

READING BAND D

Reading Strategies Reads materials with a wide variety of styles and topics. Selects books to fulfil own purposes. States main idea in a passage. Substitutes words with similar meanings when reading aloud. Self-corrects, using knowledge of language structure and sound-symbol relationships. Predicts, using knowledge of language structure and/or sound-symbol to make sense of a word or phrase.

Responses Discusses different types of reading materials. Discusses materials read at home. Tells a variety of audiences about a book. Uses vocabulary and sentence structure from reading materials in written work as well as in conversation. Themes from reading appear in art work. Follows written instructions.

Interest and Attitudes Recommends books to others. Reads often. Reads silently for extended periods.

READING BAND E

Reading Strategies Reads to others with few inappropriate pauses. Interprets new words by reference to suffixes, prefixes and meaning of word parts. Uses directories such as a table of contents or index, telephone and street directories to locate information. Uses library classification systems to find specific reading materials.

Responses Improvises in role play, drawing on a range of text. Writing shows meaning inferred from the text. Explains a piece of literature. Expresses and supports an opinion on whether an author's point of view is valid. Discusses implied motives of characters in the text. Makes comments and expresses feelings about characters. Rewrites information from text in own words. Uses text as a model for own writing. Uses a range of books and print materials as information sources for written work. Reads aloud with expression.

READING BAND F

Reading Strategies Describes links between personal experience and arguments and ideas in text. Selects relevant passages or phrases to answer questions without necessarily reading the whole text. Formulates questions and finds relevant information from reading materials. Maps out the plots and character developments in novels and other literary texts. Varies reading strategies according to purposes for reading and the nature of the text. Makes connections between texts, recognising similarities of themes and values.

Responses Discusses author's intent for the reader. Discusses styles used by different authors. Describes settings in literature. Forms generalisations about a range of genres including myth, short story, etc. Offers reasons for the feelings provoked by a text. Writing and discussion acknowledge a range of interpretations of text. Offers critical opinion or analysis of reading passages in discussion. Justifies own appraisal of a text. Synthesises and expands on information from a range of texts in written work.

READING BAND G

Reading Strategies Reads manuals and literature of varying complexity. Interprets simple maps, tables and graphs in the context of discursive text. Makes generalisations and draws conclusions from reading. Reads at different speeds, using scanning, skim reading or careful reading as appropriate.

Responses Supports argument or opinion by reference to evidence presented in sources outside the text. Compares information from different sources. Identifies opposing points of view and main and supporting arguments in text. Comments on the cohesiveness of the text as a whole. Discusses and writes about author's bias and technique. Offers critical opinion or analysis of reading materials in writing. Distils and links ideas from complex sentences and paragraphs.

Interest and Attitudes Reads widely for pleasure, for interest, or for learning.

READING BAND H

Reading Strategies Compiles own list of needed references using bibliographies and literature search techniques. Interprets material at different levels of meaning. Forms generalisations about a range of genres, including myth, short story, etc. Lists a wide variety of sources read for specific learning tasks.

Responses Identifies writer's plot, sub-plot. Identifies allegory. Formulates hypothetical questions about a subject based on prior reading. Compares and offers critical analysis of materials presented in the media. Extracts ideas embedded in complex passages of text. Displays critical opinion and analysis in written reports of reading. Identifies different authors' points of view on a topic. Reformulates a task in the light of available reading resources. Questions and reflects on issues encountered in texts. Shows understanding by being able to adopt an alternative point of view to the author's. Discusses styles used by different authors.

READING BAND I

Responses Explains textual innuendo and undertone. Interprets analogy, allegory and parable in text. Identifies and explains deeper significances in the text. Defends each interpretation of text. Discusses and writes about the author's bias. Analyses the cohesiveness of text as a whole.

WRITING BAND A

What the writer does Uses writing implement to make marks on paper. Explains the meaning of marks (a word, sentence, writing, letter). Copies "words" from signs in immediate environment. "Reads", understands and explains own "writing".

What the writing shows Understanding of the difference between picture and print. Use of some recognisable symbols in writing.

Use of Writing Comments on signs and other symbols in immediate environment. Uses a mixture of drawings and "writing" to convey and support an idea.

WRITING BAND B

What the writer does Reproduces words from signs and other sources in immediate environment. Holds pencil/pen using satisfactory grip. Uses preferred hand consistently for writing.

What the writing shows Use of vocabulary of print—letters, words, question marks. Use of letters of the alphabet and other conventional symbols. Use of letters in groups to form words. Placing spaces between groups of "letters". Knowledge that writing moves from left to right in lines from the top to the bottom of the page.

Use of Writing Writes own name.

WRITING BAND C

What the writer does Commences writing without assistance. Has a personalised handwriting style that meets most handwriting needs. Checks written work by reading it aloud. Sounds out words as an aid to spelling.

What the writing shows Legible writing with recognisable words. Words put together in a sentence format. Words written in a logical order to make a sentence that can be read. Upper and lower case letters used conventionally. Written sentences that can be understood by an adult.

Use of Writing Sentences convey message on one topic. Uses "I" in writing. Writes about feelings, judgement or direct experience. Creates characters from experience and immediate environment.

WRITING BAND D

What the writer does Marks most common words with incorrect spelling when editing writing. Uses ideas, themes and structure from books in writing. Uses concepts of order and time in writing. Reads, rereads and revises own written work. Uses everyday words in appropriate written context.

What the writing shows Punctuation used conventionally. Conventional spelling used most of the time. Spelling shows recall of visual patterns. Story can be read, understood and retold by classmates. Several sentences constructed on one topic in a logical order. A smooth connection of ideas. Beginning, middle and end in narrative writing.

Use of Writing Stories contain characters from outside personal environment. Writes with ease on most matters of personal experience. Writes on a variety of topics. Writes personal anecdotes.

WRITING BAND E

What the writer does Edits work to a point where others can read it; corrects common spelling errors, punctuation and grammatical errors. Develops ideas into paragraphs. Uses a dictionary, thesaurus, word checker, etc. to extend and check vocabulary for writing.

What the writing shows Sentences have ideas that flow. Paragraphs have a cohesive structure. Ability to present relationships and to argue or persuade. Message in expository and argumentative writing can be identified by others but some information may be omitted. Brief passages written with clear meaning, accuracy of spelling and apt punctuation. Appropriate shifts from first to third person in writing. Consistent use of the correct tense. Appropriate vocabulary for familiar audiences such as peers, younger children or adults with only occasional inappropriate word choice. Compound sentences—using conjunctions. Variations of letters, print styles or fonts. A print style appropriate to task. A consistent handwriting style.

Use of Writing Writes a properly sequenced text which has a convincing setting. Creates characters from imagination.

WRITING BAND F

What the writer does Writes sentences in different forms: statement, question, command, explanation. Writes paragraphs to develop logical sequence of ideas. Corrects most spelling, punctuation and grammatical errors in editing others' written work. Consults available sources to improve or enhance writing. Joins letters using linkages where appropriate to form personal handwriting style.

What the writing shows Narratives with introduction, complication and resolution in a logical order. Longer descriptions and narratives are developed coherently. Use of both active and passive voice. A range of vocabulary and grammatical structures. Complex sentences — principal and subordinate clauses. Higher level writing skills in areas of special interest. Understanding of the difference between narrative and other forms of writing.

Use of Writing Completes standard forms requiring personal information. Makes appropriate use of narrative and other forms of writing.

WRITING BAND G

What the writer does Writes in narrative, expository and argumentative styles. Uses a range of writing styles effectively and appropriately for purpose, situation and audience. Uses a range of vocabulary effectively and appropriately for purpose, situation and audience. Edits work to improve the smooth flow of ideas and reorganises work to make it more readable. Replaces words and sentences during revision of written work. Changes sequence of ideas, adds new ideas during revision.

What the writing shows Main and supporting ideas are presented clearly. Correct format for letters, invitations, etc. is used. Figurative language such as simile is used for descriptive purposes.

Use of Writing Writing shows a range of styles—written conversations, poems, plays, journals, diaries. Writes formal and social letters and distinguishes between the purposes for each. Adapts writing to the demands of the task. Completes complex forms which seek detailed biographical and related information.

WRITING BAND H

What the writer does Edits and revises own work to enhance effect of vocabulary, text organisation and layout. Edits and revises others' writing, improving presentation and structure without losing meaning or message.

What the writing shows Meaning is expressed precisely. Organisation and layout of written text is accurate and appropriate for purpose, situation and audience. Argument, description and narrative are presented effectively and appropriately. Vocabulary shows awareness of ambiguities and shades of meaning. Figurative language such as metaphor is used to convey meaning.

Use of Writing Presents analysis of argument and situation. Sustains organisation of ideas which are justified with detail in extended writing.

WRITING BAND I

What the writer does Writes with ease in both short passages and extended writing, on most familiar topics. Uses analogies and symbolism in writing. Uses irony in writing. Uses figures of speech, metaphor and simile, to illustrate and support message embedded in extended text. Structures a convincing argument in writing. Can use sustained and elaborated metaphorical language in writing.

What the writing shows Extension beyond conventions of standard written English in a skilful and effective way.

Use of Writing Extended arguments are conveyed through writing. Adapts to the demands of academic writing.

CLASSROOM TASKS AND CONTEXTS FOR OBSERVING READING

Reading Conference

A discussion with the teacher about text which enables the teacher to observe and evaluate the way the student handles books, and to discover the student's responses, reading strategies and understandings about print. Conferences between the student and parents, and the student and peers are also valuable for student self-evaluation.

The English Language Framework P-10 (Framework) pp.70, 71. *Early literacy Inservice Course* (ELIC) *Unit 5, "Responding to Stories". Canberra Literacy Program, 1989 (CLP) Interview Guide, Unit 1.*

Reading logs and journals

Maintaining a list of books that the student has read provides a record of development in reading. Reading logs and journals can also include some assessment of books read, as well as the student's self assessment.

Framework p.74. CLP "Strategy for Unit 1"

Shared reading

Shared reading gives an indication of each student's recognition of language patterns and interpretation of symbols, as well as providing support for the less confident student.

Framework p.66. ELIC Unit 5.

Retelling

Retelling of what has been read permits the teacher to make judgements about the students' understanding and to examine the effects reading has upon vocabulary and language structures. Retelling may be expressed as art, drama or writing as well as orally. Retelling of fiction as well as non-fiction material is valuable.

Framework p.62. CLP "Strategy for Unit 1."

Quiet reading time

Uninterrupted Sustained Silent Reading (U.S.S.R.) is one form of quiet reading time. The observation of students' reading behaviours during silent reading time can allow the teacher to assess the students' engagement with text over increasing periods of time. Teachers can look for voluntary reading behaviour, interest in and knowledge about books.

Framework pp.63, 67. CLP "Strategy for Unit 3."

Reading circles and sharing times

Reading circles provide opportunities for students to share issues of significance. These issues can then be explored through texts and can focus on interpretation, author's bias, innuendo and undertone. The interaction between teacher and students at reading circles can enhance and expand understandings about text.

Framework p.69. ELIC Unit 8.

Discussions with parents

Parents have much information to offer the teachers about students' reading, and so regular discussions should be arranged. This information will provide insights into the students' reading behaviour outside school hours.

Framework pp. 23, 43, 46.

Readers' theatre

Readers' theatre encourages students to read aloud with fluency and expression. Drama is a way of observing each student's personal responses to text, and encourages students to develop interpretations and understandings of non-fiction material.

Framework p.72. Drama Is Primary p.13.

Writing sessions

Students' own writing is an enduring artefact which will provide the teacher with demonstrations of a variety of responses to and interpretations of text. Justification of ideas, understanding of author's social comment, argumentative writing, are examples of indicators of a student's progress.
Framework pp.64., 67 ELIC Unit 5.

Miscue analysis

When progress in reading seems to be slow, miscue analysis can be used to ascertain which elements of the reading process are being inefficiently used. Steps can then be taken to assist students. A full account of the miscue analysis procedure is given in *Reading Miscue Inventory: Alternative Procedures.*

Running records

Running records are of assistance when there are concerns about the reading development of specific students. A number of running records should be taken over a period of time and compared to give an indication of individual student's strengths and weaknesses in reading. Running records concentrate the teacher's energies on observing and analysing the students' oral reading behaviours, with a view to providing practical assistance.
ELIC Units 2 , 3

Observations of practical sessions and anecdotal records

Classroom observations provide the basis for anecdotal records. Records of behaviours, as they are observed whilst listening to and talking with students, become significant when the collected information is reviewed over time and patterns in development are identified.
Framework pp.74, 64. ELIC Unit4

Sand and *Stones* tests

These can be found in *The Early Detection of Reading Difficulties*, and may be used to confirm whether particular students are confused about certain aspects of print.

Sequencing

Activities which require a student to arrange a story in its correct order can give a teacher an indication of the student's knowledge of the form and structure of the printed text.
Framework pp.66 , 67. CLP, "Strategy. for Unit 3".

Drama and role play activities

Drama activities give opportunities to observe each participant's response to what has been read and inferred from texts. Teachers can observe those students who are in command of characterisation and meaning in the text.
Drama Is Primary, Drama is Real Pretending.

Folios

Folios of students' work in writing, art, reading and other areas, are valuable records of development, and examination of these enables growth to be monitored closely. It is important that work kept in folios is dated. Kinds of writing that could be included in folios include narrative, argumentative and poetic forms and letters.

Cloze activities

These activities, done by students either individually or co-operatively, can focus attention on the students' knowledge of text structures and semantic and syntactic knowledge. The activities can be written or oral.
Reading On p.36.

Preview activities
Here students compile preview questions or possible sub-headings prior to reading.

Possible sentences
This works best with expository material and is designed to help students read and write such text. Students engage in predicting the content of a passage with given words from the text as 'clues'. They write sentences to give information about the topic. The sentences are examined for accuracy and are then confirmed in the original text. This activity can be done individually or co-operatively.
CLP Course Outline Unit2

Three level guides
This is a comprehension activity in which students discuss the accuracy of statements about a topic and the inferences that can be made from the text. The levels of comprehension include literal, interpretive and applied (generalisations).
CLP Course Outline Unit 3

Close analysis
Students examine a selected passage and the ways in which it relates to, and illuminates the whole work. It can show students' understanding of metaphor, structure and cohesion in the text.

CLASSROOM TASKS AND CONTEXTS FOR OBSERVING WRITING

Writing conference
Students talk with the teacher about what has been written. This enables the teacher to discover the strategies and skills students are using to record their ideas. Conferences allow the student to improve written work, and encourage self-evaluation.
The English Language Framework P-10, (Framework), p.83. Early Literacy Inservice Course (ELIC), Unit 9. Canberra Literacy Program 1989 (CLP), Interview Guide and Unit 4.

Shared reading
Times when students are able to share their knowledge about print with their teacher and/or peers.
Framework pp.77, 85.

Drafting
Students write outlines of work using their knowledge of writing skills. This draft becomes the canvas upon which the student practises writing skills.
Framework p.86. *ELIC, Unit 8.*

Proofreading
This is a process of checking grammatical function, punctuation and spelling to improve the accuracy of presentation. This skill can be applied to the student's own work and the work of others and can provide an insight into the way in which students approach audience requirements.
Framework pp.81, 82. CLP "Strategy for Unit 5".

Publishing and presentation
This activity, in all its forms, provides accurate evidence of growth and allows the student to demonstrate understanding of form, vocabulary and grammatical structures.
Framework p.88.

Notetaking
This enhances writing efficiency. It is a skill in its own right which may entail changing handwriting style and using conventional and unconventional symbols to record information.
Framework p.83.

Observation/discussion
This is the most valid method of data collection in the classroom setting, as it involves the teacher observing the student interacting with others. This interaction often indicates the depth and nature of the learning that is taking place.
Framework p.80.

Discussions with parents
These can yield information about student writing behaviour in a context outside the classroom.
Framework p.46.

Samples/ writing folio
The collection of a student's work, either by the student or the teacher, provides the basis upon which judgements are made regarding the student's growth.
Framework p.79.

Writing circles
Students gather together for the purpose of sharing their writing. They can participate in writers' workshops and clinics in these sessions. This sharing of writing encourages critical, positive appraisal of student's own work and the work of others.
Framework p.84. ELIC Unit 9.

Letter writing
Clinics on form and style of letter writing can be run during the writers' circle, and encourage the student to write with concern for audience and purpose.
Framework p.86.

Reflective writing/Anecdotes/Survey Forms
Activities which encourage students to produce writing in these genres will yield information about the students' development that cannot be readily obtained from samples of narrative writing. These activities encourage the student to consider the different purposes for writing, and to adapt the writing style accordingly.
Framework p.87.

Written conversation
These are written conversations which take place between the student and teacher. Later, these may take place between the student and peers. When collected, these conversations can show the development of sentence structure, vocabulary, spelling, punctuation and handwriting.

Documentation
This refers to quoting and referencing expository work. Documentation is part of the justification of points and arguments in writing.

REFERENCES

Ministry of Education, Victoria, *The English Language Framework P-10*, Melbourne, 1988.
Ministry of Education, Victoria, *The School Curriculum and Organisation Framework: P-12*, Melbourne, 1988.
Clay, M., *The Early Detection of Reading Difficulties*, 3rd Edition, Heinemann, Auckland, 1985.
Goodman, Y., Watson, D. and Burke, C. *Reading Miscue Inventory: Alternative Procedures*, Revised Edition, Richard C. Owens, New York, 1987.
Griffin, P., "Monitoring Children's Growth Towards Literacy", John Smyth Memorial Lecture, University of Melbourne, 1989.

FURTHER READING

Ministry of Education Publications

Beginning Reading, 1981.
The Teaching of Spelling, 1984.
Reading On, 1985.
The Teaching of Handwriting, 1985.
Drama is Primary, 1982.
Drama is Real Pretending: an Approach to Drama Curriculum Development, 1988.

Other Publications

B[illegible]n, H. and Cambourne, B. *Read and Retell*, Methuen, North Ryde, N.S.W., 1987.
Jo[illegible]son, B., *Reading Appraisal Guide*, Australian Council for Educational Research, Hawthorn, Vic., 1979.
Education Department of South Australia, *Early Literacy In-service Course*, Adelaide, 1985.
A.C.T. Schools Authority, *Canberra Literacy Program*, Canberra, 1987.

PARTICIPATING SCHOOLS

The following schools undertook extensive development work to bring the *Literacy Profiles* to fruition. Their efforts are gratefully acknowledged:

Alfredton Primary School
Anderson's Creek Primary School
Armadale Primary School
Ascot Vale Primary School
Ballarat East High School
Barkers Creek Primary School
Bimbadeen Heights Primary School
Boronia Primary School
Box Hill North Primary School
Broadmeadows Technical School
Brooklyn Primary School
Brown Hill Primary School
Burbank Primary School
Camberwell South Primary School
Campbellfield Heights Primary School
Canterbury Girls High School
Clifton Hill Primary School
Cockatoo Primary School
Coleraine Primary School
Coomoora Primary School
Craigieburn South Primary School
Diamond Creek Primary School
Eastwood Primary School
Ferny Creek Primary School
Highvale Primary School
Horsham High School
Horsham North Primary School
Kangaroo Flat Primary School
Kangaroo Flat Technical School
Katandra West Primary School
Keilor Heights High School
Keilor Heights Primary School
Keon Park Primary School
Koondrook Primary School
Lakes Entrance Post-Primary School
Lilydale Technical School
Lilydale West Primary School
Mansfield Primary School
Melton Primary School
Mildura South Primary School
Mildura Technical School
Montmorency Secondary College
Moorabbin West Primary School
Mooroolbark Primary School
Mount View Primary School
Mt Eliza Primary School
Newlands Primary School
Norlane West Primary School
Paynesville Primary School
Portland South Primary School
Red Cliffs Primary School
RichmondCommunityPrimary
Rutherglen Primary School
Ruthven Primary School
Sale High School
Sale Primary School
Sommerville Primary School
Stratford Primary School
Sunbury High School
Swan Hill Primary School
Thomastown East Primary School
Tottenham Primary School
Upper Plenty Primary School
Upwey Primary School
View Bank Primary School
Warracknabeal Primary School
Warrandyte Primary School
Westall High School
Winters Flat Primary School
Our Lady Of Lourdes Primary School, Bayswater
St Anthony's Primary School Glenhuntly
St Therese's School, Essendon

Jean Gordon Government[illegible]ter Melbourne

ES-1151

BEST COPY AVAILABLE